DOCUMENT RESUME

ED 424 869 IR 057 235

AUTHOR	Lee, Tamera, Comp.; Jenda, Claudine, Comp.
TITLE	The Role of ARL Libraries in Extension/Outreach. SPEC Kit 233.
INSTITUTION	Association of Research Libraries, Washington, DC. Office of Leadership and Management Services.
ISSN	ISSN-0160-3582; ISSN-0160-3574
PUB DATE	1998-08-00
NOTE	177p.; Includes accompanying "SPEC Flyer" 233.
AVAILABLE FROM	Association of Research Libraries, 21 Dupont Circle, NW, Washington, DC 20036; ($40; $25 ARL members; plus $6 each shipping and handling).
PUB TYPE	Collected Works - Serials (022) -- Reports - Research (143) -- Tests/Questionnaires (160)
JOURNAL CIT	SPEC Kit; n233 Aug 1998
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Academic Libraries; Distance Education; Higher Education; Library Associations; Library Cooperation; *Library Extension; Library Networks; Library Policy; Library Research; *Library Role; Library Surveys; Mission Statements; *Outreach Programs; Questionnaires; *Research Libraries
IDENTIFIERS	*Association of Research Libraries

ABSTRACT

This survey was conducted to determine how ARL (Association of Research Libraries) libraries are participating in extension/outreach through three objectives: identify the level of involvement; determine the types of outreach service, as well as user populations; and ascertain the impact on the library, including its financial donor programs. A secondary goal was to identify any major issues and trends related to extension/outreach. In the fall of 1997, the survey was distributed to 121 ARL libraries, of which 61 (50%) responded. A copy of the questionnaire with a tabulation of responses is provided. The kit also contains representative documents, including: (1) policy and mission statements from the University of Hawaii, University of Kentucky; Massachusetts Institute of Technology, National Library of Medicine, Smithsonian Institution, and University of Tennessee; (2) promotional pamphlets from the University of Toronto; (3) cooperative library networks materials from the University of Michigan, Ohio State University, and Texas Tech University; (4) fee-based library services materials from the University of Michigan and University of New Mexico; (5) distance education materials from the University of Kentucky, University of Nebraska-Lincoln, and Texas Tech University; and (6) an evaluation and assessment report from Auburn University. SPEC Flyer 233 summarizes survey results. Contains the survey with results and a list of responding institutions. (Contains 20 references.) (DLS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 233

The Role of ARL Libraries in Extension/Outreach

August 1998

ED 424 869

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C.A. Mandel

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

ASSOCIATION OF RESEARCH LIBRARIES
OFFICE OF LEADERSHIP AND MANAGEMENT SERVICES

IR051335

BEST COPY AVAILABLE

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Flyer 233

The Role of ARL Libraries in Extension/Outreach

August 1998

Introduction

Increasingly, universities are maximizing efforts to promote the positive impact of the university to external constituents and to help the public understand the significant benefits of research and other higher education contributions. In response to a competitive marketplace and reductions in traditional funding sources, many academic libraries are expanding the role of outreach to cultivate new advocates external to the university's traditional clientele.

Definitions

For the purpose of this survey, extension/outreach was defined as the provision of library services to clientele outside the university community, including both affiliated and unaffiliated remote users, and the service contributions provided by individual librarians outside the realm of their regular teaching, research, and job responsibilities. Library outreach was intentionally defined broadly to allow for variance in local institutional definitions, as well as the rapidly evolving concept of the virtual library. SPEC Kits have been published for *Fee-Based Services* (Kit #157, 1989) and the *Role of Libraries in Distance Education* (Kit #216, 1996). While this survey may overlap with these two, it is differentially broader in that the terms extension and outreach may or may not refer to fee-based services. Library outreach includes distance learning and education, but also includes provision of resources, expertise, collections, and services extended beyond the university community, i.e., not limited to faculty, staff, or students. Also, whereas outreach includes the land grant vision of education and information available to all state citizens, it has evolved to include collections, services, and programs provided to a broad range of constituencies on and off campus, often encompassing the global community.

The purpose of this survey was to determine how ARL libraries are participating in extension/outreach through three objectives: (1) identify the level of involvement; (2) determine the types of outreach service, as well as user populations; and (3) ascertain the impact on the library, including its financial donor programs. A secondary goal of the survey was to identify any major issues and trends related to extension/outreach. Please note that the terms extension and outreach are used interchangeably in the following report.

Survey Results

In the fall of 1997, the survey was distributed to 121 ARL libraries, of which 61 (50%) responded. Response rates varied somewhat for individual questions, i.e., not all participating libraries answered all the questions.

Background. Thirty-six of the respondents indicated that the mission statements of their libraries include a component for outreach. Note that while some responding libraries do not have a mission statement on extension/outreach, they nonetheless provide services and perform activities that fulfill the definition. Of the 61 libraries that responded, only 11 are not involved in extension/outreach services in any way. For 42, a library department administers the extension/outreach program. In 37, the library funds the outreach services primarily through the operating budget. Other funding sources indicated by the respondents for extension/outreach services include a cost recovery or self-supporting operation, distance education and learning office, extension/outreach office, friends of library, development/foundation office, and grants.

Types of Services. ARL libraries are involved in a wide range of outreach programs. Reference and information services are the most heavily provided outreach library programs, followed by distance education, learning, and support; academic partnerships; and locally produced digital collections. Respondents report that the method most frequently used in promoting outreach services is the use of flyers and brochures, followed closely by home pages and word of mouth. Fifty-seven respondents maintain a home page, while 56 have a library catalog available to remote users, and 35 participate in a state-wide network of academic online catalogs. Access services provided to remote users include circulation of library materials, document delivery and direct interlibrary loan, and electronic reference services. Seven of the respondents noted that these services are only provided to the university community, i.e., faculty, staff, and students through distance education.

Methods and Approaches. Twenty-eight respondents report telephone use as the most frequent point of contact for outside users, followed closely by onsite use or visits. Fifty-three respondents provide some non-fee-based services to outside users. For 39 of the respondents, affiliated users take

precedence over nonaffiliated users with respect to services provided. Four of the respondents noted that users receive assistance without regard to affiliation, only with respect to the no-fee services. Thirty-five of the respondents provide fee-based services, while 30 provide fee-based services to all who request them.

Contributions of Individual Librarians. Twenty-seven of the respondents indicated that librarians at their institutions provide service to professional organizations outside the university in a wide variety of professions and disciplines. In 25 of the libraries, librarians team with faculty in academic departments to provide extension services. Collaborations include continuing education classes for parents and teachers, Internet instruction, training for extension staff, developing web-based curriculum support, team instruction with cooperative extension, and library-centered programming. With 25 of the respondents indicating faculty status for librarians, 12 measure extension/outreach activities of individual library faculty for the purpose of promotion and tenure. Whereas 13 do not measure librarian participation in outreach, three of these noted that for most faculty outreach is an increasingly important role in their service units, primarily through remote reference services.

Impact. Eighteen of the respondents reported that five percent or less of the total number of library users are extension/outreach clientele. Only six of the respondents indicated that their libraries have statistics showing that increased gifts and revenues result from extension/outreach efforts. While 28 of the respondents do not utilize benchmarks for extension/outreach, six use ARL member institutions, two use land grant institutions, and one uses its respective university's extension department for benchmarks.

Forty-four respondents noted a strain on limited resources as the most significant problem resulting from library extension/outreach efforts, followed by difficulty balancing primary users with outside clientele. However, for 33 of the respondents, the library staff perceived that the benefits outweigh the problems associated with extension/outreach services. Benefits perceived by staff include:

Benefit	*Respondents*
Increase in the visibility of the library and its staff	35
Opportunities to form new alliances and cultivate academic partnerships	27
Broadening of library staff perspectives	19
Encouraged innovation of library staff	18

Issues and Trends

Academic libraries have a long tradition of service to the public, including those not directly affiliated with the university. This is especially true with institutions that are land grant by statute, where there is a legal obligation to make education and information available to state citizens. Moreover, the land grant mission is steadily evolving to an international and global community. While many libraries have not yet packaged outreach into a designated formal program, outreach is more manifest, especially with respect to the vision of the virtual library. This is evidenced by the projection of a value-added web presence, the use of locally produced digital collections, and other electronic resources.

Current literature suggests that university libraries are forming new alliances on and off campus to develop commonalities of interest and collaboration. In some cases this leads to significant grants and other alternative funding options. Services to off campus constituencies help show the significant role of the academic library and its need for support. Through outreach programs and services, libraries are assisting their universities in educating the larger community about the practical benefits of the university to society.

The breaking of clientele barriers and expanding of capabilities, through the promotion of research collections and services and expertise of librarians, indicate that the vision of the virtual library is alive and well. The concept of the virtual library, although still in its infancy, has been demonstrated through existence of homepages that highlight services and digital resources on library online catalogs in a significant number of responding libraries. Linking creative uses of technology with innovative approaches to broad-based user populations may move that concept further toward reality, as shown by cooperative resource sharing of networked electronic information sources in several regional wide area networks. Through such networks, libraries are poised to serve state citizens, as well as the scholarly world at large.

This Kit and Flyer were compiled by Tamera Lee and Claudine Jenda, Auburn University, and were prepared as part of the ARL/OLMS Collaborative Research/Writing Program.

SPEC Flyer (ISSN 0160-3574) © 1998 by the Association of Research Libraries. ARL grants blanket permission to reproduce this information for educational use as long as complete attribution is given. For commercial use, requests should be sent to the ARL Publications Department, Association of Research Libraries, 21 Dupont Circle, Washington, DC 20036. SPEC Kits and Flyers are available by subscription and single issue.

BEST COPY AVAILABLE

SYSTEMS AND PROCEDURES EXCHANGE CENTER

The Role of ARL Libraries in Extension/Outreach

A SPEC Kit compiled by

Tamera Lee
Head, Carey Veterinary Medical Library
Auburn University

Claudine Jenda
Head, Science and Technology Department
Auburn University

August 1998

Series Editor: Patricia Brennan
Production Assistants: Peter Budka, Bradley Houseton

SPEC Kits are published by the

Association of Research Libraries
Office of Leadership and Management Services
21 Dupont Circle, NW
Washington, DC 20036-1118
(202) 296-2296 Fax (202) 872-0884
<http://www.arl.org/> <pubs@arl.org>

ISSN 0160 3582

Copyright © 1998
The papers in this compilation are copyrighted by the Association of Research Libraries. ARL grants blanket permission to reproduce and distribute copies of these works for nonprofit educational or library purposes, provided that copies are distributed at or below cost, and that ARL, the source, and copyright notice are included on each copy. This permission is in addition to rights of reproduction granted under Sections 107, 108, and other provisions of the U.S. Copyright Act.

The paper used in this publication meets the requirements of ANSI/NISO Z39.48-1992 (Permanence of Paper).

Systems and Procedures Exchange Center: Supporting Effective Library Management for Over Twenty Years

Committed to assisting research and academic libraries in the continuous improvement of management systems, OLMS has worked with its constituents since 1970 to seek the best practices for meeting the needs of users. The OLMS Information Services Program maintains an active publications program best known for its Systems and Procedures Exchange Center (SPEC) Kits. Through the OLMS Collaborative Research/Writing Program, librarians work with OLMS staff in joint research and writing projects. Participants and staff work together in survey design, writing, and editing publications that provide valuable insights and management perspectives on emerging trends, issues, and concerns of the academic and research library community. Originally established as an information source for ARL member libraries, the SPEC program has grown to serve the needs of the library community worldwide.

What Are SPEC Kits and Flyers?

Published ten times per year, SPEC Kits and Flyers contain the most valuable, up-to-date information on the latest issues of concern to libraries and librarians today. SPEC Kits and Flyers are the result of a program of surveys on a variety of topics related to current practice and management of library programs in the ARL membership. The SPEC Flyer is a summary of the status of a current area of interest. It comments on the present situation, reports on the results of an ARL membership survey, and forecasts future trends. The SPEC Kit contains the SPEC Flyer and the best representative supporting documentation from the survey in the form of policy statements, handbooks, manuals, cost studies, user studies, procedure statements, planning materials, and issue summaries. A valuable feature of each SPEC Kit is its selected reading list containing the most current literature available on the topic for further study.

Subscribe to SPEC Kits

Subscribers tell us that the information contained in SPEC Kits and Flyers is valuable to a variety of users, both inside and outside the library. The documentation found in SPEC Kits is a good point of departure for research and problem solving. SPEC Kits and Flyers lend immediate authority to proposals and aid in setting standards for designing programs or writing procedure statements. SPEC Kits function as an important reference tool for library administrators, staff, students, and professionals in allied disciplines who may not have access to this kind of information.

SPEC Kits and Flyers can be ordered directly from the ARL Office of Leadership and Management Services or through your library vendor or subscription agent. For more information, contact the ARL Publications Department at (202) 296-2296, fax (202) 872-0884, or <pubs@arl.org>. Information on this and other OLMS products and services can be found on the ARL website <http://www.arl.org/>. The website for SPEC Kits and Flyers is <http://www.arl.org/spec/specdesc.html>.

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 233

The Role of ARL Libraries in Extension/Outreach

August 1998

Table of Contents

Survey Results 3

Responding Institutions 16

Representative Documents

Introduction 19

Policy and Mission Statements

University of Hawaii

A Commitment to Access and Quality: A Strategic Plan for Library Services, 1996-2000 22

Cards Available to Non-UH Affiliated Users 37

University of Kentucky

Vision, Values, and Mission 38

Massachusetts Institute of Technology (MIT)

Mission Statement 40

Services to Outside Users 41

National Library of Medicine

Fact Sheet: Outreach Program 45

Improving Health Professionals' Access To Information 47

Smithsonian Institution

Mission Statement and Goals 72

University of Tennessee

Mission and Strategic Plan 1996-1997 73

Promotional Pamphlets

University of Toronto

Distance Education Library Services 77

Document Delivery Service 79

The Friends of the Thomas Fisher Rare Book Library 81

Research Information Service for Education 84

Services from the Library for the Public: Research Reader and Associate Memberships 86

Services from the Library for University of Toronto Alumni 90

Cooperative Library Networks

University of Michigan
Digital Library Program Outreach Activities 94
The Michigan Electronic Library 96
MLink 98

Ohio State University
Outreach Activities for 1996-1997 100

Texas Tech University
TexShare, A Texas Library Resource Sharing Program: The Library Card Program 101

Fee-Based Library Services

University of Michigan
The Michigan Information Transfer Source 103

University of New Mexico
Guidelines for Fee-Based Library Services 105
Zimmerman Library Service Policy 107

Distance Education and Learning

University of Kentucky
Distance Learning Library Service 109

University of Nebraska–Lincoln
Library Services To UNL Distance Education Students 114

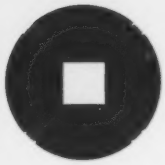
Texas Tech University
Services For Distance Students 116

Evaluation and Assessment

Auburn University
Report of the University Outreach Strategic Planning Committee, 1996 119

Selected Readings 155

SURVEY RESULTS



ASSOCIATION OF RESEARCH LIBRARIES

DATE: August 21, 1997

TO: SPEC Liaisons

FROM: Tamera Lee, Head, Carey Veterinary Medical Library, Auburn University
Claudine Jenda, Head, Science and Technology Department, Auburn University
Julia C. Blixrud, Senior Program Officer, Association of Research Libraries

RE: SPEC Survey on the Role of ARL Libraries in Extension/Outreach

Many university libraries are revisiting the role of outreach as universities expand efforts to promote the positive impact of their contributions to external constituents and try to help the public understand the significant benefits of research and other higher education contributions. These efforts include reaching out to external clientele and more responsiveness to the needs of public citizens.

The purpose of this survey is to determine how ARL libraries are participating in this university outreach. The survey has three objectives: 1) identify the libraries involved in extension/outreach activities and the level of participation; 2) determine the types of services extended, as well as user populations; and 3) ascertain the impact of these services on the library, including its financial donor programs. A secondary goal of the survey is to identify any major issues and trends related to extension and outreach in ARL libraries.

We encourage respondents to write comments pertinent to these issues as comments will help us understand the uniqueness of some of the programs. Thank you for your time and interest.

Survey responses and documentation should be returned no later than October 1, 1997.

21 Dupont Circle
Washington, DC 20036
202 296 2296 telephone
202 872 0884 fax
http://www.arl.org/

SPEC SURVEY:
THE ROLE OF ARL LIBRARIES IN EXTENSION/OUTREACH

Please note that not all survey participants responded to every question. As a result, individual questions have different response rates. Note also that only selected survey comments have been provided. Full detailed survey comments are available from the authors.

BACKGROUND

1a. Does your library's mission statement include a component for extension/outreach? Note: extension/outreach is defined as the provision of library services to clientele outside the university community, including remote users, and the service contributions provided by individual librarians beyond their regular teaching, research, and job responsibilities.

Yes; please enclose copies of policies. (go to question 2)	36
No (go to question 1b)	21

1b. Are you planning to begin an extension/outreach program for library/information services in the near future?

Yes (go to question 31)	1
No (go to question 31)	4

2. Does your library hold a policy statement in which outside users are clearly defined?

Yes	28
No	18

3. Who administers your library's extension/outreach program(s)?

Library; please specify which area, department, and resources. 42

Access and information services
Cooperative venture between the library, extension/outreach office, and distance education and learning
Director's office and document delivery
Extended university programs
Fee-based, reference, friends of the library, and the development office
Library outreach
Part of regular library service
Reference department

Friends of library	6
Distance education and learning office	5
Extension/outreach office	4
Development/foundation office	3

4. How are your library's extension/outreach services funded? Check all that apply.

Library; please specify which area/department. 37

Absorb the cost in the operating budget
Cost-recovery/self-supporting
Grant funded by campus outreach grant
Library acquisitions and staff/fiscal resources
Library administration and cost-recovery
Library general budget
Part of budget for access and information services
Restricted endowment and E & G funds
No specific funding is allocated

Cost recovery/self-supporting operation	15
Distance education and learning office	6
Extension/outreach office	5
Friends of the library	5
Grants	4
Development/foundation office	3

Types Of Services

5a. In what type(s) of extension/outreach programs is your library involved? Check all that apply.

Reference and information services (including online database and patent searches)	42
Distance education, learning, and support	19
Academic partnerships	17
Locally produced digital collection(s); please identify.	17

- Charvat Americas fiction database
- Discovery of insulin
- Documenting American South project
- G-7 documents
- Galston-Busoni music collections
- Hawaii/Pacific journal index
- Index to local newspaper
- K-12 partnership special collections supporting instruction for secondary students and faculty
- Scholars-in-schools program
- Smoky Mountain photographs
- Song index
- Southwest collection
- Special collections

Consulting	15
Service to professional organizations	10
Continuing education	9

5b. Specify the extension/outreach services which you consider the most successful—for which you see the greatest demand at your institution. Can you also name the services that have been the least successful—for which you see the least demand?

Most successful:

- Access to electronic information
- Borrowing and circulation of books
- Library instruction and workshops
- Patent search services
- Reference services
- Use of collections
- Web presence

Least successful:

- Cost-recovery library services
- Database searching
- Email reference service
- Fee-based reference information service

6a. What methods does your library use to promote extension/outreach services? Check all that apply.

Flyers and/or brochures	33
Library/university home page; specify URL.	28

http://riceinfo.rice.edu/Fondren/
http://www.library.umass.edu/asklib.html
http://www.lib.ttu.edu/libinfo.htm
http://www.oise.utoronto.ca/library/disted.html
http://www.ruf.rice.edu/~fofl

Word of mouth	26
Correspondence	22
Media; specify type.	9

Friends newsletters and alumni newsletter
Open house
Presentations and workshops
TV
University publications

6b. Which extension/outreach promotion methods have worked best for your institution?

Most effective:	Brochures, flyers, and newsletters
	Email
	Home page
	Interactive TV
	U.S. mail
	Word of mouth
Least effective:	Booths at state fair
	Varies

7. Does your library maintain a home page?

Yes 43

Who is most responsible for its development and maintenance? Check all that apply.

Committee	21
University administration	13
Systems/automation department	12
Library administration	2
Other	0

No 0

8. Is your library catalog available online to remote users?

Yes; specify URL. 42

http://acorn.library.vanderbilt.edu/
http://libraries.colorado.edu/
http://library.usc.edu/
http://mncat2.lib.umn.edu/lum.run
http://webpac.library.yale.edu/webpac/orbis.htm
http://www.indiana.edu/~librcsd/db/
http://www.lib.auburn.edu/
http://www.library.umass.edu/
http://www.lib.utk.edu/
http://www.ohiolink.edu/
http://www.siris.si.edu/
http://www.uky.edu/libraries/
telnet connection via: http://www2.hawaii.edu/lib/
telnet connection via: tn3270://notis.library.cornell.edu

No 0

9. Does your library participate in a state-wide network of academic online catalogs?

Yes; name consortium and participating institutions. 26

The Boston Library Consortium (a region-wide consortium)
CARL (University of Hawaii and the Bishop Museum, Hawaii Medical Library)
Colorado Alliance of Research Libraries
CUSS (Canadian University Serials Subscriptions)
HARLiC (Houston Area Research Library Consortium)
ILCSO (Illinois Library Computer Systems Organization includes 45 members and 800 databases)
LIBROS (includes University of New Mexico General Library, University of New Mexico Law Library, New Mexico Technical University, University of New Mexico Los Alamos, and the Sante Fe Institute)
Network of Alabama Academic Libraries
OhioLINK (over 40 public, private, and community colleges and universities plus the State Library of Ohio)
State University Library Automation Network (Ball State University, Indiana State University, Purdue University, Indiana University, University of Notre Dame)
TexShare
Tri University Group of Libraries (University of Guelph, University of Waterloo, and Wilfrid Laurier University)
UC MELVYL® (University of California, California State University, and numerous public libraries)
VIVA (Virtual Library of Virginia includes University of Virginia, Old Dominion University, George Mason University, and Virginia Commonwealth University)

No 15

10. Which access services does your library provide to remote users? Check all that apply.

Circulation of library materials	35
Direct interlibrary loan	29
Document delivery	29
Other; please specify.	14

Access to resources and collections
Electronic reference
Reference services
Research support

Methods And Approach

11. Which medium of communication does your library utilize for accepting requests from outside users? Check all that apply.

Onsite	43
Email	40
Telephone	39
Fax	38
U.S. mail	37
All of the above	35

12. What is the most frequent point of contact for outside users at your library? Check all that apply.

Telephone	21
Onsite	19
Email	9
Fax	5
U.S. mail	3

13. Does your library provide any services free of charge to outside users?

Yes; please check all that apply. 40

Reference and information services	34
Circulation of library materials	27
Online database searching	23
Document delivery	12
Patent searching	12
Trademark searching	11
Continuing education	5
Direct interlibrary loan	5
Consulting	4
Locally produced digital collection(s)	0
All of the above	4

No (go to question 15)	1
No response	2

14. For which category or categories of users does the library provide free services? Check all that apply.

Remote primary clientele, i.e., university affiliated faculty, staff, and students	38
Alumni	34
Business/industry	31
Friends of the library	28
General public/consumers	27
Government officials	25
K-12 teachers, students, and/or parents	25
Medical/health professionals	25
Lawyers/paralegals	23
All of the above	25

15. Do affiliated users take precedence over outside users with respect to services provided?

Yes	39
No	4
Sometimes	2

16. Does your library provide fee-based services?

Yes	35
No (go to question 18)	7

17. Are the fee-based services provided to all who request them?

Yes	30
No	5

Contributions Of Individual Librarians

18. Do librarians at your institution provide service to professional organizations?

Yes; please specify examples. 27

- Active participation at conferences
- Historic research using resource materials
- Membership and service on committees
- Participation in professional organizations of various subject fields
- Reference and document delivery to government departments and other corporate members
- Support for accreditation reviews

No 14

19. Do librarians at your institution ever team with faculty in academic departments to provide extension/outreach service?

Yes; please specify examples. 25

- Meetings and phone consultations
- Offering classroom instruction for onsite sessions
- Offering workshops and conferences to local businesses
- Providing training for agricultural county extension agents and their clientele
- Team instruction with cooperative extension offices
- Working with faculty to develop web-based, multi-media curriculum support materials

No (go to question 21) 13

20. For which activities do librarians team with faculty in academic departments? Check all that apply.

Forming academic partnerships	18
Continuing education	17
Grant writing	16
Research	16
Marketing	2
No response	15

21. Do librarians have faculty status at your institution?

Yes	25
No (go to question 23)	17

22. Does your institution measure the extension/outreach activities of individual library faculty for the purposes of promotion and tenure?

Yes	12
No (go to question 24)	13

23. What criteria does your library use for measuring the extension/outreach activities of individual library faculty for the purposes of promotion and tenure? Please check all that apply.

Level of participation in professional organizations	20
Contributions toward developing and nurturing academic partnerships	17
Peer review	16
No response	19

IMPACT

24. Please approximate the percentage of total number of users that is your extension/outreach clientele.

5% or less	18
6 to 20%	13
21 to 30%	1
31 to 40%	0
41 to 50%	2

25. Does your library have statistics that indicate whether or not it received increased gifts and/or revenues as a result of extension/outreach efforts?

Yes	6
No (go to question 27)	32

26. As indicated by your library statistics, please approximate the amount of increased gifts and/or revenues that your library received as a result of extension/outreach efforts last fiscal year.

$0	1
$10,000 or less	2
$11,000 to $50,000	0
$51,000 to $100,000	1
$101,000 to $250,000	1
$250,000 or more	1
$1-3 million	1
Don't know/unable to provide	33

27. What are the benchmarks against which success in extension/outreach at your library is measured? Check all that apply.

ARL institution(s)	6
Land grant institution(s)	2
University's extension/outreach services	1
Business and industry	0
Do not utilize benchmarks	28

28. What benefits, if any, does your library staff perceive as a result of your library's extension/outreach efforts? Check all that apply.

Increase visibility of the library and its staff	35
Provide opportunity to form new alliances and cultivate academic partnerships	27
Broaden perspectives of library staff	19
Encourage innovation of library staff	18
Increase awareness of private sector/real world needs	13
Provide opportunity to participate in and lead continuing education programs	13
Provide collection development indicators	6
Perceive no benefits	1

29. What problems, if any, does your library staff perceive as a result of your library's extension/outreach efforts? Check all that apply.

Strain on limited resources	34
Difficulty balancing primary users with outside clientele needs	30
Unreasonable expectations and/or demands of users	20
Copyright issues	16
Increase in lost books and/or delinquency	13
Staff reluctance and/or resistance	6
Perceive no problems	2
No response	1

30. If your library staff perceives both benefits and problems, do they believe that the benefits outweigh the problems overall?

Yes	33
No	2
Do not perceive benefits and problems	7

31. If you would like to tell us something else about the extension/outreach programs and services at your institution, please write your comments below.

a. Outreach has long been an integral part of our mission. It's hard to separate out many of the services and resources we provide.

b. We consider the university community to be our students, staff, and faculty regardless of location. We, therefore, have remote users who are part of our university community in university distance education.

c. We consider that our library web page is our most important outreach activity at present. Also, we are at work on digitizing projects for collections in our Southwest Collection and for the National Plutonium.

d. This is a very interesting and timely topic. I don't believe our perspective on outreach services (primarily as part of our role to be a research institution for an international and global scholarly community in many disciplines) parallels the framework here which I understand to be support of distance learning programs or explicit entrepreneurial and remote service ventures.

e. We have no plans to begin a formal outreach program. As a land grant university, we accept some responsibility for supporting the information needs of state citizens: we loan materials to all residents in the state; do not restrict access to any library; occasionally have high school classes use the library; have grant money to begin a spatial data library for the state, etc. However, these activities are not part of a formal program.

f. Some outreach activities are due to a librarian's expertise being well known, e.g., our preservation librarian and archivist often provide free consultations to community groups. However, we do not promote their services.

Responding Institutions

University of Alabama
University of Alberta
Auburn University
Brigham Young University
University of British Columbia
Brown University
University of California–Davis
University of California–Irvine
University of California–Santa Barbara
Center for Research Libraries
University of Chicago
University of Colorado
Colorado State University
Cornell University
Florida State University
Georgetown University
Georgia Institute of Technology
University of Guelph
University of Hawaii
University of Illinois
Indiana University
University of Iowa
University of Kansas
University of Kentucky
Laval University
University of Manitoba
University of Maryland
University of Massachusetts
Massachusetts Institute of Technology
McGill University
University of Michigan
Michigan State University
University of Minnesota
University of Missouri
National Agricultural Library
National Library of Canada
National Library of Medicine
University of Nebraska–Lincoln
University of New Mexico
New York University
University of North Carolina
Northwestern University
Ohio State University
Ohio University
Oklahoma State University
University of Pennsylvania
Pennsylvania State University
Purdue University
Rice University
Smithsonian Institution
University of Southern California
State University of New York at Stony Brook
University of Tennessee
University of Texas
Texas A&M University
Texas Tech University
University of Toronto
Vanderbilt University
Virginia Polytechnic Institute and State University
Washington University
Yale University

REPRESENTATIVE DOCUMENTS

INTRODUCTION

POLICY AND MISSION STATEMENTS

University of Hawaii. *A Strategic Plan for Library Services, 1996-2000* is an example of a comprehensive plan and policy statement that includes library extension/outreach services. Also included in the plan is the library membership fee schedule, an important component of a successful library extension/outreach program.

University of Kentucky. University of Kentucky Libraries' strategic planning and policy statement appears because of its simplicity. The statement conveys clarity of vision and mission for its libraries. There is also a strong focus and commitment to the provision of library extension/outreach services within the state and beyond, which is probably typical of any land-grant library.

Massachusetts Institute of Technology (MIT). Here are examples of a mission statement and outside users policy that have a commitment to furthering scholarship within the institution and beyond.

National Library of Medicine (NLM). NLM provides distinguished and highly successful library outreach services, programs, and initiatives. It is a pioneer in this area. Among the sample documentation is a fact sheet that records outreach activities for the year. There is also a long-range strategic planning document. This is one of the few outreach programs noted in the survey that conducts both retrospective review and long-range planning.

Smithsonian Institution. The mission statement of the Smithsonian Institution libraries shows a commitment to the information needs of scholars locally, nationally, and internationally. Accordingly, these libraries actively contribute to the advancement of scholarly communication in all forms, including the provision of access to information through a virtual library for all categories of users.

University of Tennessee. Innovative, risk-taking, evolving, challenging, and yet supportive, diverse, and open are among the goals outlined in the *Mission and Strategic Plan 1996-1997*. This document is an example of an active library and information service program that embraces extension/outreach activities for all constituencies, including the global community.

PROMOTIONAL PAMPHLETS

University of Toronto. A range of promotional pamphlets that highlight library outreach services are provided. The promotional materials cover: document delivery services; services and collections available to alumni, educators, and distance education students; library membership and borrowing privileges for the public; and the rare books, manuscripts, and special collections. Note that the rare book library has an active donor and friends group.

Cooperative Library Networks

University of Michigan. *Digital Library Program Outreach Activities* documents a collaborative program between the library and the academic departments at the University of Michigan. This initiative created a campus-wide network including 2,000 journals, 20,000 humanities texts, and 10,000 visual images, as well as a variety of digital library projects. Two other electronic outreach projects appear in the documentation for the University of Michigan. A community information partnership between Michigan's public libraries and the University of Michigan Library resulted in MLink, a convenient system for the state's communities to access the university's expansive collections. And in 1995, MLink joined with the Library of Michigan and Merit, Inc., to form the Michigan Electronic Library (MEL), an online information system that provides residents of Michigan with no-charge access to basic resources over the Internet.

Ohio State University. This tabulation of outreach activities for 1996-97 provides an example of how ARL libraries may need to record outreach activities. The table shows patterns in use of collections, resources, and services and enables the library to easily identify services that are in high demand or those areas which may need more efforts.

Texas Tech University. TexShare is representative of outreach services that are a result of collaborative efforts of numerous libraries that belong to a state-wide library network. Through the creation of a state-wide network, the participating libraries are able to reach and serve more users with more resources than a single institution could.

Fee-Based Library Services

University of Michigan and University of New Mexico. Fee-based library services are one way in which libraries respond to requests for services from remote or outside users. Promotion of fee-based library services helps to convey the range of library services available to the wider community.

Distance Education and Learning

University of Kentucky, University of Nebraska–Lincoln, and Texas Tech University. The materials from these three universities provide examples of library and information services aimed at distance education students. Students enrolled in off-campus courses have become an increasing segment of the student population at most universities. Some libraries are responding proactively to the needs of off-campus students by providing carefully coordinated services, library personnel, and information sources targeting remote students. Projections show that distance students will become a significant proportion of the student populations of higher education institutions in the 21st century.

Evaluation and Assessment

Auburn University. *Report of the University Outreach Strategic Planning Committee, 1996,* is an example of strategic planning specifically for university outreach. Coordinated by the office of the vice president and associate provost for university outreach at Auburn, this report provides clear quantifiable measures for outreach functions performed by faculty, along with teaching and research. Through such measures built on the university's land-grant mission, Auburn promotes and supports excellence in extension/outreach. This document is relevant to librarians at Auburn because they have faculty status.

UNIVERSITY OF HAWAI'I AT MĀNOA LIBRARY

A COMMITMENT TO ACCESS AND QUALITY

STRATEGIC PLAN FOR LIBRARY SERVICES, 1996-2000

Honolulu, Hawai·i
May 1996

TABLE OF CONTENTS

Page

Introduction

Mission Statement

Values Statement

Vision Statement

Library Services Program-Strategic Initiatives

- Strengthen Academic Partnerships
- Enhance and Preserve Library Collections in All Formats
- Meet Needs of Library Users and Teach Them to Effectively Use Scholarly Resources and Information Systems
- Build Digital Library Services and Operations
- Provide Physical Facilities that Support People, Collections and Information Technology
- Develop Private and Grant Funding for Library Collections, Information Technology and Staff Development
- Support and Empower Library Staff
- Maintain the Library's Role Beyond the Mānoa Campus

Acknowledgments

INTRODUCTION

The University of Hawai'i at Mānoa Library is the only major research library in the State of Hawai'i and is now the 41st largest research library in the nation. Over the past 90 years the Library has acquired comprehensive collections that serve as a foundation for all of the University's teaching and research programs. The unique strengths of the humanities and social sciences collections record the experiences and contributions of individuals, cultures and nations that inhabit the Hawaiian, Asian and Pacific regions. Our science collections are broadly based, as is appropriate for the number of science bachelors, masters and PhD programs offered at UHM.

Growth in the production and distribution of knowledge and information has accelerated over the last half century. The power of computing, telecommunications and networks has revolutionized our access to and use of these resources. As part of the nation's community of research libraries, UHM Library has been adapting methods and services in order (1) to provide access to a wider array of knowledge resources, (2) to share and preserve collections, (3) to offer direct services to people via electronic networks, and (4) to operate more efficiently.

Over 40,000 people enter the Hamilton and Sinclair library buildings each week in the academic year, making the Library the most active learning center on campus. This level of activity along with the pace of change is challenging to people, institutions and resources. The UHM Library anticipates and faces these challenges as it defines its strategic plan for the next four years. The University and the Library must address the following key issues if we are to fulfill our mission of service to the university community, the people of Hawai'i and the worldwide scholarly community. These priority issues are:

*** Restoration of funding to support the purchase of books, journals and the licensing of access to digitized information resources.**

*** Resolution of the stalemate regarding the provision of additional space for library collections, services and reader stations.**

*** Return of library faculty positions so that the library instruction program can be restored. Return of funding for student assistants so that library building hours can be increased.**

*** Provision of equipment replacement funds so that the library can upgrade and add public access to networked information services.**

MISSION

The Library is an active participant in the teaching, research and service missions of the University. Its resources and services are designed to nourish and enhance all University programs, especially the University's areas of excellence. As part of the University, the Library prepares students to enter and function in the information age. For the citizens of * Hawai'i and the worldwide scholarly community, it supports information needs and intellectual inquiry.

In fulfilling this mission, the Library selects, acquires, organizes, preserves, and provides intellectual and physical access to collections in a wide range of formats. The Library fosters the sharing of resources among all UH system campus libraries. It facilitates access to * collections held by other academic institutions, government agencies and commercial providers of information. Electronically connected to information resources throughout the world, the Library contributes to global networked information resources, and provides assistance and education in information retrieval.

To carry out its mission, the Library provides services and access to collections in the Hamilton and Sinclair library buildings.

VALUES

The Library is a gathering place – promoting dialogue, encouraging inquiry, protecting intellectual freedom, and fostering lifelong learning and study. Library services support a variety of learning styles and recognize individual differences.

The University of Hawai'i at Mānoa Library seeks to anticipate and efficiently meet the needs of the University community. Quality service manifests itself in user-friendly systems, a dynamic instructional program, and an ongoing program of evaluation and feedback. The Library actively promotes high service standards through staff education and training, and recognition of excellence.

The Library encourages Library faculty and staff to be creative, flexible and innovative. Collective and collaborative decision-making and team efforts, as well as individual contributions and achievements, are respected. We promote willingness to experiment, and learn from our experiences. We value open communication and encourage a climate of respect among all staff members.

VISION

As technology revolutionizes scholarly communication, the Library is participating in the engineering of major advances in the preservation, storage and delivery of information. However, the Library must also continue to add to its rich print and media collections. This traditional role will be greatly enhanced by digital library services, where a broad range of information is accessible directly to the user via computer networks. These efforts will also support the University's distance education initiatives.

As the only research library in Hawai'i, the Library must be a leader in information management and the creative use of new technologies. The faculty and staff of the Hamilton and Sinclair Libraries play a critical role in the development of quality information services for the University's academic programs.

With facility upgrades and the state-of-the-art Hamilton Phase III addition, which is the number one new building priority for the Mānoa campus, our community will enjoy spaces designed for collaborative and individual research and learning. Hawai'i will be connected to world-wide information resources, and collections will be well-maintained, bibliographically controlled, and easily accessible.

LIBRARY SERVICES PROGRAM

Strategic Initiatives

Strengthen Academic Partnerships

Enhance and Preserve Library Collections in All Formats

Meet Needs of Library Users and Teach Them to Effectively Use Scholarly Resources and Information Systems

Build Digital Library Services and Operations

Provide Physical Facilities that Support People, Collections and Information Technology

Develop Private and Grant Funding for Library Collections, Information Technology and Library Faculty and Staff Development

Support and Empower Library Staff

Maintain the Library's Role Beyond the Mānoa Campus

Strengthen Academic Partnerships

Environment: *Academic programs, curricular content and instructional methods are changing. The student population is diverse. Information technologies are rapidly and dramatically affecting University services, distance education, classroom instruction, and libraries.*

In order that the Library organization remain effective and supportive of the teaching and research efforts of the University, strong partnerships must be nourished between Library faculty and teaching faculty.

Strong partnerships will be maintained with the University's schools, colleges, academic departments, centers, institutes and Information Technology Services. To help prepare students for life and employment in the information age, the Library will work within these partnerships to develop innovative strategies incorporating information skills into the general curriculum. Collaboration with Mānoa programs and other UH system campuses will strengthen the Library's partnership in the teaching, research, and service missions of the University.

The Library will therefore:

* Appoint librarians to serve as active liaisons to all academic units.
* Integrate library instruction into the curriculum by creating partnerships between librarians and instructional faculty.
* Strengthen the cooperation already in place with colleges, institutes and centers within the University, and with such support units as Information Technology Services, the Center for Instructional Support, KOKUA, and the College of Continuing Education.
* Implement the Teaching Library concept by increasing accessibility of library classrooms to instructional faculty.

Enhance and Preserve Library Collections in All Formats

Environment: There will be an increasing availability of and demand for electronic databases, journals and digital full texts. However, for the foreseeable future, most publications will only appear in print on paper. Strong print collections, therefore, are the heart of a research library. They are especially vital in Hawai'i where the closest comparable research library is 2,400 miles away. Furthermore, much of this Library's unique research material comes from parts of the world where advanced information technology has not yet penetrated and the transition to digital formats is years away. The Library must preserve the historical record of Hawai'i and the Pacific as its contribution to the national historical record. The cost of scientific and technical publications is increasing beyond normal rates of inflation. At the same time, Library funding as a percentage of campus expenditures is dropping.

The Library will collect, organize and preserve materials in an expanding array of formats. The collections, including rare and unique materials, will be built based on the educational and research needs of the University community. They will be represented in the Library's online systems in a timely manner. Traditional ownership of print-based information will be balanced with access to external resources both through document exchange with other libraries and electronically through workstations and networks.

The Library will therefore:

* Seek a restoration of funding and an ongoing commitment from the University Administration so that the Library can maintain support for journals, books, and access to an expanding array of electronic resources.

* Continue to consult with faculty and researchers to develop a policy for building collections based on the University's teaching and research requirements. As the library defines levels for building collections, so will it take into consideration the availability of electronic resources.

* Expand Library's online catalog to provide access to external electronic resources as well as to locally available collections.

* Align the library's preservation program with collection development policy revisions.

* Work with other university research libraries to preserve and share unique scholarly collections.

* Promote our unique collections of primary research materials through publication, exhibitions, and public lectures, and through the encouragement of scholarship.

Meet Needs of Library Users and Teach Them to Effectively Use Scholarly Resources and Information Systems

Environment: In the 21st century, citizens must be lifelong learners able to access, select, evaluate and create information. Each year thousands of undergraduate and graduate students enter this University requiring in-depth assistance with increasingly sophisticated information technologies and services. Prior to 1995 librarians annually taught conceptual and technical skills to 6,000 students in all disciplines.

Instructional faculty testify that access to the library and its collections are fundamental requirements. They emphatically state that they rely on working with library faculty, as information professionals, to teach students information retrieval methodologies and to serve as an essential source of the faculty's professional development.

Library faculty and staff will offer a broad spectrum of innovative and personalized services that contribute to the education of students and the creation of knowledge. The Library will provide convenient, self-initiated services that will prepare students to be self-sufficient and independent lifelong learners.

The Library will therefore:

* Seek restoration of staffing and library budgets so that reference and instructional services and building hours can be returned to pre-1994 levels.
* Consolidate service points so that they are more convenient and efficient for Library users.
* Restore instructional programs to teach students information retrieval skills.
* Provide adaptive equipment and space for students with disabilities.
* Provide more efficient, user-initiated electronic services that allow users to self-checkout and renew library materials, and request Interlibrary Loan and the delivery of documents.
* Implement alternative reference services such as online reference and in-depth consultation by appointment.

Build Digital Library Services and Operations

Environment: Information technology is fundamentally altering teaching and research. Regardless of location, students and faculty expect convenient access to electronic resources such as online library catalogs, digital full-text literature, and image databanks. Information can now be acquired and delivered on paper, in electronic form, or as on-demand fax documents. Some primary sources are already becoming available only online. For example, by the end of 1998, the U.S. government will distribute all new federal documents in electronic form only. The library must transform these options into a cohesive and responsive set of services.

Organization of intellectual and cultural resources is one of the library's most vital contributions to the enterprise of research and education. To perform this critical role, the Library depends on recurring investment in advanced, sustainable, computerized systems and on coordination of electronic resource allocation. Access to electronic resources will be designed to meet the needs of users and enhance their productivity. Digital information will be presented through an interface that is flexible, powerful, easy to use, and available from computer workstations in the Library, in campus offices, classrooms and dormitories, and off campus. Students and faculty will use library computer workstations with network connections to locate and manipulate the information they need.

The Library will therefore:

* Seek equipment funding to replace 125 text terminals with computer workstations and network connections.
* Design a Library World Wide Web interface to all Library electronic services (library catalog, CD ROM databases, and the Internet).
* Provide responsive support to people using equipment and software.
* Coordinate electronic resource allocation, licensing, and subscription management across library departmental and UH campus boundaries.
* Design software to search more than one or all UH system library catalogs at a time and to direct search results to print or e-mail.
* Make library processing and fiscal operations less labor intensive and more efficient through advances in automation.
* Enable faculty and students to place online reservations for multimedia items and the equipment or facilities needed to use these items.
* Implement a system for digitizing non-book course readings assigned by instructors in order to give students easier and broader access to this material.

Provide Physical Facilities that Support People, Collections and Information Technology

Environment: The University of Hawai'i at Mānoa Library has run out of space to house collections and provide adequate user services. Woefully inadequate climate control contributes to insect infestations and annual outbreaks of mold at Sinclair Library. At Hamilton, space to house collection growth will be filled by the end of 1997. The Library will continue to advocate for quality facilities that meet the educational and research needs of University students and faculty. We are committed to adapting our facilities to support changing patterns of teaching, to optimizing the use of new technologies, and to providing for long-term growth and preservation of the collections.

The concept of the library as a physical place, a "commons," remains vital, even as it is enhanced by the development of the virtual library. The Hamilton and Sinclair Libraries are places for research, instruction, quiet study, and social and cultural enrichment for the campus and the community. In the future, the Hamilton and Sinclair Library buildings will be fully wired for public connections to the campus and worldwide information networks. This will provide students with access to specialized information equipment that is beyond the ability of individuals to provide for themselves. An inviting environment, including enhanced lighting and air conditioning, and ergonomically designed furniture and equipment, will also be provided.

The Library will therefore:

* Pursue Hamilton Phase III construction and plan a Library Annex for high density storage of collections.
* Provide safe, secure and environmentally adequate physical conditions to house collections.
* Improve facilities and equipment to serve students, including those with disabilities.
* Reconfigure existing space to maximize service effectiveness and accommodate people and collections.
* Renovate and air-condition the Sinclair building to preserve collections and optimize building use.
* Create or adapt physical spaces to accommodate group study and the new collaborative learning styles.

Develop Private and Grant Funding for Library Collections, Information Technology and Library Faculty and Staff Development

Environment: *The University of Hawai'i at Mānoa Library must look to additional funding beyond that provided by State and federal sources for support of collections, staff development and enhanced information technology systems.*

The Library will work closely with the Associates of the University of Hawai'i at Mānoa Library (its Friends' group) and the UH Foundation to develop private sources of funding. The Library will seek to increase funding to carry out its mission and to support the strategic initiatives of the Library Services Program.

The Library will therefore:

* Establish a robust program for fund-raising in connection with the University's comprehensive development campaign and the University of Hawai'i Foundation.

* Write funding proposal statements that reflect University Library fund-raising priorities.

* Support library faculty members in their grant-seeking endeavors.

Support and Empower Library Staff

Environment: These are times of constant change for library faculty and staff. Ever more sophisticated information technologies offer new options for the provision of services and for performing library operations. Continuous learning is required for library staff to respond to these changes.

The University of Hawai'i at Mānoa Library will retain and recruit an expert staff that is culturally diverse, multilingual, technologically sophisticated and academically trained in appropriate subject disciplines. Staff development opportunities will encourage development of individual talents. A continuous program of staff training and development, along with participation in library planning and decision-making, will ensure the provision of quality service, encourage group and individual achievement, and facilitate library-wide innovation.

The Library will therefore:

* Meet essential library-wide workload demands by reorganizing staff and operations after evaluating use of services and workflow.
* Continue efforts to recruit and retain a library faculty and staff reflecting the diverse ethnic backgrounds of the students and community it serves.
* Foster an environment of trust and open communication among staff members through multiple communication channels.
* Provide opportunities for professional growth for all levels of library faculty and staff.
* Offer ongoing library orientation and continuous training programs.

Maintain the Library's Role Beyond the Mānoa Campus

Environment: The UHM Library is steward to significant research collections. It has an obligation to make these unique resources available to local, regional, national and international scholarly communities.
The Library will continue to invest in mutually beneficial partnerships with other system campus libraries, and other research libraries within the Pacific region and the nation.

Since no single library can hold the entire body of the world's knowledge, the basis of cooperation is in sharing unique resources with others. The Library will foster and maintain active partnerships with libraries across the State of Hawai'i and throughout the Pacific region to provide access to information for the University community and the citizens of Hawai'i. We will collaborate with public, private and commercial institutions throughout the State, nation, and internationally, to augment resources available to the University community, to obtain the most advantageous licensing of online access, and to contribute to the body of scholarly knowledge accessible worldwide.

The Library will therefore:

* Enter into agreements with libraries in Hawai'i, the region, and the nation to define shared responsibilities for the provision of services, cooperative collection development and document exchange.

* Maintain and develop the centralized UHCARL automated library catalog mainframe applications and operations for use by all UH campuses and private academic libraries using this platform.

* Participate in the development of information technology policy for the UH system.

* Continue to fulfill its role as a partner with other planning groups and state agencies in the distribution of information to the citizens of Hawai'i.

* Promote system-wide interlibrary loan and document delivery services and delivery of course materials for distance education programs.

Acknowledgments

This strategic plan incorporates the ideals, vision and effort of many individuals and groups within the Library. Included were the members of the Library Department Heads Group and members of Library task forces which were established to study specific issues and to recommend directions and actions. Advice and counsel was solicited and received from the members of the UH Mānoa Faculty Senate Library Committee. This plan will also be reviewed by members of the Executive Board of the Associates of the University of Hawai'i at Mānoa Library, the friends' group that supports the Library's development program.

University Librarian — John Haak

Administrative Council:

Associate University Librarian — Jean Ehrhorn
Head of Public Services — Paula Mochida
Head of Library Systems and Network Services — Lindy Naj
Head of Collections Services and Support — Carol Schaafsma

Library Department Heads Group

Library Replanning Steering Committee

Library Task Forces on:

Communication Across Organizational Boundaries
Collection Decisions
Patron Needs
Staff Training and Development
Technology Changes

Advisors:

UHM Library faculty and staff
Mānoa Faculty Senate Library Committee

Cards Available to Non-UH Affiliated Users

Effective: July 1, 1997

	Associate Membership	Community	Hawaii State/City Agencies	Research Organizations
Criteria to Get Card	• 18 years of age • Formal photo ID	• 18 years of age • One of the Following: - Hawaii Driver's License - Hawaii State ID - Kingdom of Hawaii - Military ID	• Letterhead from the department, signed by a fiscal or other authorized officer • Social Security Number of up to two individuals.	• Memorandum of understanding contract • Formal photo ID for each individual • Social Security Number
Cost	1 year $65.00 $25.00 of the $65.00 is tax deductible	6 months $30.00 1 year $60.00 For Hawaii residents 60 years and older: 6 months $20.00 1 year $30.00	First two cards Free Additional cards $50.00	First two cards $110.00 Additional cards 50.00
Borrowing Privileges	25 items	10 items	10 items	10 items
Renewal of Items	1 time only	1 time only	1 time only	1 time only
Wong AV Privileges	$23.00 per item	$23.00 per item	$23.00 per item	$23.00 per item
Replacement Fee for Lost or Stolen Cards	$5.00 per card	$5.00 per card	$5.00 per card	$5.00 per card
Card Issued	Immediately upon payment	Immediately upon payment	7 days after receiving signed department letterhead	7 days after payment and contract is received
Eligible for Borrowing at the Following Campuses Only	UH Manoa Campus	UH Manoa Campus UH Hilo Campus UH West Oahu Campus Maui Community College Kauai Community College	UH Manoa Campus UH Hilo Campus UH West Oahu Campus Maui Community College Kauai Community College	UH Manoa Campus UH Hilo Campus UH West Oahu Campus Maui Community College Kauai Community College
Services Not Available	Interlibrary Loans, CLIC Lab, Group Study Rooms, Lockers	Interlibrary Loans, CLIC Lab, Group Study Rooms, Lockers	Interlibrary Loans, CLIC Lab, Group Study Rooms, Lockers	Interlibrary Loans, CLIC Lab, Group Study Rooms, Lockers

UNIVERSITY OF KENTUCKY LIBRARIES

OUR VISION:

We will be a leading user-centered provider of information resources and services, continually anticipating and responding to all information needs and expectations.

OUR VALUES:

TEAMWORK
- **- We achieve better results through cooperation and collaboration.**
- **- We commit to creating an environment that encourages working together.**

CREATIVITY
- **- We are open to innovative ideas and flexible solutions.**
- **- We believe that life-long learning is essential.**

INTEGRITY
- **- We believe open and honest communication promotes trust.**
- **- We adhere to the highest standards of personal and professional integrity.**
- **- We value the trust placed in us by both our colleagues and users and we believe that to maintain trust we must be trustworthy.**

SERVICE
- **- We strive to seek out our users' needs.**
- **- We provide quality services that meet or exceed our users' expectations.**
- **- We strive to serve library employees as well as we serve our users.**

RESPECT
- **- We hold in high regard the strengths that individuals bring to the library**
- **- We value an open, accepting, and diverse environment for employees and users.**
- **- We treat users and employees with kindness, consideration and compassion.**

OUR MISSION

As the major research library in the Commonwealth, we provide comprehensive access to information essential to teaching, research, and service at the University of Kentucky, through our human resources and maximum use of technology. As library staff meets these needs for the University community, we extend information services to the Commonwealth and make unique holdings available to the world.

UK LIBRARIES -- 1997/98 INITIATIVES

I. EMPLOYEE DEVELOPMENT
Train and educate library employees in teamwork and information technology.

II. TRANSFORMATION TO TEAMS
Focus on development of shared vision and goals; team-based resource allocation; and building team culture.

III. USER-CENTERED SERVICES
Involve users and library employees in the creation and improvement of library services. Strengthen communication with users, including documentation of our services and access to holdings and with special emphasis on electronic resources. Collaborate with other institutions to enhance services to our users.

IV. FACILITIES
Complete and open William T. Young Library. Work on Phase II (King and information centers) building projects.

URL: http://www.uky.edu/Libraries/lcvision.html

UNIVERSITY OF KENTUCKY LIBRARIES

MIT LIBRARIES MISSION STATEMENT

To provide high quality services and collections to meet the needs of MIT's education and research programs. To provide a place conducive to discovery and self-education outside the classroom and laboratory. To share with the scholarly world at large the unique information resources of the MIT Libraries. To take an active role in cooperative efforts that insure access to and preservation of information resources for scholarly research.

A number of things are inherent in this statement. First is an acceptance that we cannot strive for self-sufficiency. Our ability to provide access to information is necessarily linked to national and international programs in information technology and the preservation of scholarly information. Secondly, our future depends heavily on the ability to apply technology effectively both to fill the information needs of users and to control the costs involved in operating a large research library.

For the foreseeable future, the Libraries will continue to maintain large print collections, particularly in support of the literature dependent disciplines, while moving ahead in providing technology based information services. It will be extremely important that we maintain close contact with our users - the faculty, research staff, graduate and undergraduate students - to identify their information needs and to tailor services to meet these.

Finally, a major part of our mission will continue to be to provide a place for independent study and learning. Our ability to do this relates strongly to our ability to provide space that is conducive to research and study.

In order to carry out this mission, the Libraries undertake a number of important programs:

* Serve as a gateway to national and international information resources;

* Provide access to information and materials in any format, especially electronic formats;

* Provide a variety of services geared both to sophisticated and unsophisticated information users;

* Develop and manage collections of materials which support the research and educational programs of the Institute;

* Organize, arrange and preserve materials in logical and rational ways so that they can be found and used;

* Maintain administrative systems which allow the MIT Libraries to function efficiently;

* Provide an environment in which staff can reach high levels of achievement through development of their skills.

Services to Outside Users

MIT Libraries

Services to Outside Users

MIT Libraries
Document Services
Room 14-0551
77 Massachusetts Avenue
Cambridge, MA 02139-4307

617-253-5668
617-253-1690 (fax)
docs@mit.edu (email)
http://libraries.mit.edu/docs

The MIT Libraries' primary purpose is to support the teaching, research, and scholarly activities of the MIT community. Reference assistance for outside users is limited, and access to some resources is restricted to members of the MIT community.

Inquiries about library services may be directed to Document Services, Room 14-0551, 253-5668.

Library Use

Access To Collections
It is the policy of the MIT Libraries to provide access for all categories of users to open stack collections, government document depository collections, and the Institute Archives. Visitors are welcome to use the libraries. Individuals without MIT Library borrowing privileges must register at the circulation desk of the library they are using. To use the RetroSpective Collection (RSC) Building N57, please telephone 253-7040 for an appointment.

Borrowing Privileges
Visitors: $500
MIT alumni: $150

Library Privilege Cards permit holders to use all libraries in the MIT Library system, and to borrow materials, except periodicals, theses, and reserve materials, in accordance with library policy. *Cards are issued to individuals and are not transferable.*

Privilege cards may be purchased at Document Services (address above). To apply by mail, please include your name, social security number, telephone, business address, and home address. MIT alumni/ae are asked to give class affiliation. Payment may be made by check payable to MIT, or by credit card (VISA, American Express, MasterCard; include card number, cardholder name and expiration date). Organizations may send a purchase order or letter authorizing the MIT Libraries to invoice them.

Services

Reference and Information
Staff will assist outside users with the online catalog, answer location questions, refer users to library collections and services at MIT and in the Boston area, and provide brief information in response to queries. Full reference service is provided in the use of government document depository collections. The Libraries do not provide research service to users not affiliated with MIT, except as noted below in the Computerized Literature Search Service.

Electronic Services
Electronic resources are available in all library units, with each unit providing access to databases related to its subject collections. Preference for use of locally-mounted databases is given to MIT users, with the exception of government document depository items, which are made equally available to all users. *Access to some databases is restricted to members of the MIT community.*

Check with the reference desk at the appropriate library for details. Barton, the MIT Libraries' online catalog, is available to the general public through the Web, by telnet to **library.mit.edu**, or by dialup. For details, see the MIT Libraries guide *Remote Access to Barton.*

Telephone Assistance
Telephone service is limited. Priority is given to patrons in the library; telephone requests are handled in the order received.

Document Services
(information above)
Document Services offers document delivery and interlibrary lending, and maintains public copiers and microform printers in all the libraries. Outside users may purchase copy cards through Document Services or at the Barker, Dewey, Hayden, and Rotch Library Circulation Desks. No MIT affiliation is needed to use these services.

Computerized Literature Search Service (CLSS)
Room 14S-M48
253-7746 (phone)
clss@mit.edu (email)
http://libraries.mit.edu/clss
CLSS offers fee-based access to hundreds of externally available databases. Literature searches, conducted by information specialists, may be arranged by phone or email. *Service is limited to individual alumni/ae and members of MIT's Industrial Liaison Program.*

Categories of Use

MIT Alumni/ae
May purchase Library Privilege Cards for $150 per year (see *Borrowing Privileges* above).

Visiting Researchers
May purchase Library Privilege Cards for $500 per year (see *Borrowing Privileges* above).

Boston Library Consortium (BLC)
Boston College
Boston Public Library
Boston University
Brandeis University
Brown University
Marine Biological Laboratory - Woods Hole Oceanographic Institution
Massachusetts State Library
Northeastern University
Tufts University
University of Massachusetts
Wellesley College

Students and faculty of BLC institutions may obtain MIT Library cards with borrowing privileges upon presentation of their BLC identification card at the Hayden Circulation Desk, Room 14S-100, 160 Memorial Drive, Cambridge, Monday-Friday, 9-5.

Cross-Registered Students
Students at other schools who are cross-registered at MIT may borrow MIT Library materials upon presentation of a valid MIT identification card at any circulation desk.

Harvard University
Users from most Harvard University libraries may apply at their respective libraries for MIT Libraries borrowing privileges.

Wellesley College
Wellesley students, faculty, and staff may obtain MIT Library cards with full borrowing privileges upon presentation of their Wellesley identification cards.

Special Programs

MIT Libraries Group Membership Plan
This plan entitles member organizations to ten (10) Library Privilege Cards for $3,500 per year. Cards are issued to individuals authorized by the organization's Contact Officer, usually the Librarian, who has ultimate responsibility for return of materials borrowed. Privilege cards permit holders to use all libraries and to borrow materials, except for periodicals, theses, and reserve in accordance with library policy. For more information, contact Document Services at 253-5668.

MIT Industrial Liaison Program (ILP)

Members may obtain Library Privilege Cards at no charge as part of the program. Individuals of member companies may request cards through their Contact Officer from the Industrial Liaison Office, Room E38-400, 253-2691. These cards permit holders to use all libraries in the MIT Library system and to borrow materials, except for periodicals, theses, and reserve materials, in accordance with Library policy.

In addition, current ILP members who identify themselves as such:

- may use the fee-based Computerized Literature Search Service and receive a discount
- receive a discount at Document Services (see above)
- receive free interlibrary lending at Document Services

Reciprocal Faculty Borrowing Program

The MIT Libraries and more than 160 other research libraries belonging to OCLC, a national bibliographic utility, have joined in a program of reciprocal borrowing. The program provides faculty of participating institutions with on-site access and borrowing privileges at the member libraries.

To borrow materials at MIT, faculty of other member institutions should request a Reciprocal Faculty Borrowing Program card from their institution's library and present the card and a confirming identification at Document Services, where they will be issued a library card.

September, 1997

NATIONAL LIBRARY OF MEDICINE

National Institutes of Health
FACT SHEET

August 1996

Outreach Programs

The National Library of Medicine has a broad mandate to collect and organize the literature of the health sciences and to provide information services based on this literature to all American health professionals. This responsibility is laid out in the National Library of Medicine Act of 1956.

In 1987, the Congress encouraged the Library to "develop an outreach program aimed at . . . [the] transfer of the latest scientific findings to all health professionals...." The 1956 legislation was explicitly amended to require the NLM to "Publicize the availability of [its] products and services...."

An advisory panel on outreach was established by the NLM Board of Regents in 1988. The panel, chaired by Dr. Michael E. DeBakey, recommended that NLM engage in a variety of outreach activities. The advisors recommended that NLM rebuild its partnership with the U.S. medical library network (the National Network of Libraries of Medicine™--NN/LM™), redirect its grants program to emphasize outreach, and investigate how best to serve the information needs of all U.S. health professionals. Subsequently, the Board of Regents established a Subcommittee on Outreach and Public Information.

Library Network
Outreach activities conducted by the NN/LM during 1991-1996 targeted health professionals that serve rural and inner city areas. Over a 3-year period (1990-1992) more than 8,000 health professionals were reached through special funding of 58 Grateful Med® projects designed to reach rural, underserved, minority, and unaffiliated health professionals. By June 1994 an additional 13,000 health professionals had been reached through outreach activities conducted by the eight Regional Medical Libraries and through more than 70 NN/LM outreach subcontracts and special projects.

On May 1, 1996, NLM awarded new 5-year NN/LM contracts to the eight Regional Medical Libraries. The 1996-2001 contracts, which total more than $33 million, continue to emphasize outreach. NN/LM Outreach Coordinators will travel around the regions demonstrating the user-friendly Grateful Med software for searching NLM's databases, and training health professionals in online searching. Additional outreach projects will be developed that focus on special populations and subjects--such as AIDS and health services research. Projects with inner city health care institutions will be a priority. The RMLs will also continue to promote connectivity to the Internet for network member libraries and health professionals.

The Library Improvement Program, developed as a pilot during 1991-1996, is being undertaken by all regions in the new contracts. This program is designed to improve the level of service provided to local health professionals by NN/LM member libraries who do not have online access to MEDLARS® databases. The RMLs assist these libraries by providing computer workstations, training, and support.

Extramural Support
NLM's Extramural Programs offers two types of grant for outreach projects: Information Access Grants and Information Systems Grants. Information Access Grants support online information access, such as with Grateful Med, through the purchase of computer hardware and software in hospitals located in rural or inner city areas. Information Systems Grants are larger in scope and support or connect whole systems, including the library.

High Performance Computing and Communications
NLM has several outreach-related projects under the interagency HPCC effort. One is a program of Internet

Connection Grants that enable medical institutions to take advantage of the high-speed Internet and the emerging information superhighway called the National Information Infrastructure (NII). Also related to the HPCC is a multi-year outreach project with the Marine Biological Laboratory at Woods Hole, Mass., where NLM sponsors workshops and demonstrations to introduce sophisticated information searching techniques to the many students and scientists who go there for training. The Library is also funding a series of HPCC-related projects, some of which involve networking and outreach; in 1993 and 1994 NLM awarded some $26 million in a dozen contracts for projects involving testbed networks, telemedicine, visual technology, and information access. Four of these are being extended in 1996, and several new projects for health applications of the NII (with an emphasis on confidentiality of patient health data) will also be funded in 1996.

Individual Health Professionals

NLM is sponsoring studies to learn how well its products and services serve the medical community. The results of these studies will provide important insights for new products and services. One enhancement that has already been introduced is "Loansome Doc," a new feature of Grateful Med. Using Loansome Doc™, a health professional can now electronically order the full text of any document identified in a MEDLINE® search. The system is especially helpful to health professionals who practice in geographically remote areas and who do not have easy access to a medical library. Another significant improvement, introduced in 1996, is the Internet Grateful Med, which allows anyone with access to the World Wide Web (and a user code) to search MEDLINE.

Underserved/Minority Populations

Health professionals serving minority populations have a special set of problems in accessing information. NLM has geared a variety of new outreach initiatives to these communities in the belief that direct access to NLM's databases--especially MEDLINE via Grateful Med--can help compensate for the absence of other health resources. Many outreach projects have a minority focus. For example:

NLM has collaborated with Meharry Medical College (Nashville, Tenn.) to develop and put in place an innovative outreach demonstration project for health care practitioners, including family practice residents and their preceptors, who are located in remote and professionally isolated settings. The plan focuses on identifying impediments to information access and incorporates a variety of technological and practical changes geared to their removal.

Another outreach project concentrates efforts in the Lower Mississippi Delta region and neighboring southern states. The projects seek to establish linkages with key state government officials, health professionals, and local community organizations. A special emphasis is placed on programs that serve minority and rural populations; especially programs concerned with maternal and child health.

An initiative in NLM's Toxicology Information Program is aimed at strengthening the capacity of historically black colleges and universities to train medical and other health professionals in the use of toxicological, environmental, and occupational information resources developed at NLM. This audience represents a group that would otherwise not get exposure to these valuable information sources and also is considered one of the high priority groups within NLM's outreach efforts. More than 60 institutions are participating and have received extensive training and free database access.

The NLM has entered into an arrangement with the Wheaton Public Library (Montgomery Country, Md.) to provide free public access to the Library's AIDS and environmental health databases. NLM hopes to learn whether these databases can be used successfully in a public library setting.

Publicity

Publicity activities, such as exhibits and seminars at professional meetings, online demonstrations, advertisements, and public service announcements, are carried out by the NLM.

More information about NLM's outreach program is available from the Public Information Office, National Library of Medicine, Bethesda, MD 20894. Telephone: 301-496-6308. Internet: publicinfo@nlm.nih.gov.

Report of the
Board of Regents

National Library of Medicine
Long Range Plan

Improving Health Professionals' Access to Information

U.S. Department of Health and Human Services
Public Health Service
National Institutes of Health

August 1989

47 - 53

Foreword

When the Board of Regents in 1988 directed that a panel be assembled to consider how health professionals could best take advantage of the services offered by the National Library of Medicine, we set in motion a planning process that moved forward with remarkable efficiency and ended with laudable results. The Board, on June 6, 1989, unanimously approved the report for incorporation in the Long Range Plan,* and applauded the leadership of its Chairman, Michael E. DeBakey, M.D., and the hard work of all the members. Now begins the challenge—to assemble the resources and to implement the recommendations.

Edward N. Brandt, Jr., M.D., Ph.D.
Chairman, Board of Regents
National Library of Medicine

Preface

Last year, when I was approached to chair the NLM Outreach Planning Panel, I eagerly accepted. My connection with the NLM goes back some 40 years and I consider the Library one of our Nation's scientific and cultural treasures. The purpose of our Panel was to find techniques for disseminating to health professionals the information they need to minister to their patients in the most efficient and effective way possible. We did not reach our conclusions lightly; we did so in full recognition of the serious fiscal constraints faced by the Federal government. Nevertheless, it is our judgment that the sum needed to implement this program would be repaid many times in higher quality medical care and, ultimately, in human lives saved. The report represents much serious discussion and diligent effort on the part of the Panel members. They gave unselfishly of their time and talent, and I thank them on behalf of the Library. I am also grateful to Dr. Donald A.B. Lindberg, the NLM Director, and to the capable NLM staff members who assisted us; their fine work made ours easier.

Michael E. DeBakey, M.D.
Chairman, Outreach Planning Panel

* National Library of Medicine. Long range plan; report of the NLM Board of Regents. Bethesda, Md.: National Library of Medicine, January 1987.

Contents

Executive Summary

Improving Health Professionals' Access to Information
Introduction: The Problem of Access

Findings

1. The Individual and the Regional Medical Library Network
2. Strengthening Hospital Access to National Information Sources
3. Training in Health Information Management
4. A New Generation of Information Products and Services

NLM Staffing

Summary Resource Table

Appendix: Outreach Planning Panel Participants

Notes

Executive Summary

Background

With the rapid expansion of scientific knowledge in the years following World War II, it was recognized by the early 1960's that the vast amount of new biomedical information was not reaching those people who needed it: researchers, educators, and especially the practicing health-care provider. Indeed, while many medical centers had developed into noteworthy generators of basic and clinical research, the health sciences libraries in many of these centers had been woefully neglected. They were crowded and makeshift, with too few trained librarians, insufficient automation and few programs for sharing resources.[1]

In 1965, the President's Commission on Heart Disease, Cancer, and Stroke, chaired by Dr. Michael DeBakey, set as a goal *"to achieve fingertip control of the literature, of all that is known about the causes, treatment, and prevention of heart disease, cancer, and stroke, and to make this knowledge available to researchers, educators, and practitioners."*[2]

The Medical Library Assistance Act (MLAA) of 1965 was enacted to help fulfill this responsibility. With the resources provided by the MLAA, the National Library of Medicine (NLM) and the Nation's medical libraries together have made great strides in the intervening years: previously inadequate medical libraries have expanded and improved their facilities; new libraries have been built; strong collections of books and journals have been developed; professional librarians have been trained; resource sharing has been formalized through the Regional Medical Library (RML) network; and new information technologies have been introduced to automate key library services.

NLM has been at the forefront in the development of new information technology in the health sciences. NLM's MEDLARS®/MEDLINE® network of computerized databases contains more than ten million references to the world's biomedical literature, and provides thousands of health researchers, educators, practitioners, and students immediate access to needed information on a daily basis. The highly successful networking of these online databases has been supported by the nation's medical libraries.

Today, in 1989, we are faced with new challenges as critical as those of the 1960's. A strong library network has been built, yet many health professionals, perhaps the majority, are unaffiliated with a medical library and thus do not have ready and timely access to the vital health information they need. With the availability of advanced personal computers and increasingly good public communications networks, the time has come to reach out to include all individual American health practitioners and to see that they have ready access to NLM's information services.

Congress has recognized this need. In 1987, it encouraged NLM *"... to develop an outreach program aimed at ...[the] transfer of the latest scientific findings to all health professionals... in rural communities and other areas ..."*.[3] The mission of the NLM was explicitly amended to add the function to *"Publicize the availability of [its] products and services..."*[4]

In response to this charge, the NLM Board of Regents convened a Planning Panel on Outreach expressly for the purpose of formulating a plan to guide the Library's efforts to improve access to its information services by every American health professional in all settings. There is an especially strong need to bring the benefits of modern information technology to minority and other underserved health professionals. The Regents sought a plan that would address the need to increase the awareness of prospective users; suggest strategies for removing obstacles to access; and propose mechanisms to ensure the maximum relevance of NLM's diverse array of

NLM should bring the benefits of modern information technology to minority and other underserved health professionals.

information products and services. This document is such a plan.

The panel met three times during late 1988 and early 1989. Its chair is Dr. Michael DeBakey, a long time proponent of improved medical information services and the former chairman of the 1965 President's Commission on Heart Disease, Cancer, and Stroke. The membership is comprised of leading medical educators, health professionals, scientists, medical librarians, and representatives of the business community.

Findings

This Report sets forth the Panel's major findings in four major categories, each followed by specific actions recommended to NLM and the Panel's calculation of financial and personnel requirements.

1. The Individual and the Regional Medical Library (RML) Network

The Challenge. Under the MLAA authority, the highly successful RML Network overcame the problems of resource building and sharing among institutions. It is now necessary and appropriate to move into the next phase, that of reaching *individual* health professionals and including them in the activities of the Network. There is an especially strong need to bring the benefits of modern information technology to minority and other underserved health professionals.

Recommended Action. *NLM and the RMLs should build a more active partnership for the RML Network, one that will be flexible and permit rapid response to regional needs, geographic factors and changing environmental conditions. The emphasis of the RML Program should be to bring biomedical information resources within easy reach of all health professionals, especially those individuals in areas that do not currently have direct access. To do this, the RMLs should act as a "field force" for NLM products and services, providing information and services to health professionals directly and through network libraries, and providing feedback from health professionals to NLM.*

Recommended Resources. The Panel estimates that an increment of $2 million in FY 1990, increasing to $6 million in FY 1991, is required to enable the RMLs to marshal the resources necessary to reach individual health professionals, to gather specific observations on their information needs, and to demonstrate the use of existing relevant information products and services.

In addition to the current staff, NLM should be permitted to add three persons to its staff to coordinate these programs.

2. Strengthening Hospital Access to National Information Sources

The Challenge. Information resources at a national and international level are growing at a faster rate than the ability of local medical libraries and medical institutions to use them. Shrinking library holdings and collections at the local level, the lack of communications specialists in smaller institutions, and the scarcity of appropriate communications equipment and computers locally are creating a grave danger of isolation of local medical facilities from the growing national information capability.

Recommended Action. *NLM should strengthen and facilitate local institutions' access to national biomedical information sources by:*

- *Assisting local institutions in gaining access to networks by substantially expand-*

ing its extramural resource grant program of "Access" grants.

- *Seeking substantially increased funding for the Integrated Academic Information Management Systems (IAIMS) Program to assist a larger number of institutions that are planning for integrated information services, and to insure sufficient models to accommodate the diversity of IAIMS sites. Present Phase I and Phase II programs (that promise new models for implementation) should be brought to completion; and, most important, Phase III implementation projects should be supported. Funding in subsequent years should support meritorious new applications and proposed models at levels equal to those originally planned.*
- *Assuring biomedical participation in current NSFNET developments and in planning for future advanced electronic communications networks to assure health professionals' access to biomedical information.*

Recommended Resources. In FY 1990 enhanced access to national information sources by institutions at the local level requires incremental funding totalling $9 million, consisting of $2 million in additional resource access grants, $6 million for the IAIMS program, and $1 million for biomedical participation in advanced networks.

In addition to the current staff, NLM should be permitted to add three persons to its staff to coordinate these programs.

3. Training in Health Information Management

The Challenge. There are not adequate numbers of persons in the biomedical fields who have had training in the use of modern computer and communications systems.

There is a need both for biomedical professionals cross-trained in informatics and for persons from computer and information sciences and engineering who have had doctoral or post-doctoral training in the application of these technologies to health problems. Even the major university medical centers that have concentrated their resources on planning for institution-wide information services have found that locating and recruiting senior professionals with this kind of education and training is their greatest obstacle.

Recommended Action. *NLM should substantially increase the number of Medical Informatics training centers, individual awards for research training and career development, and demonstration grants.*

Recommended Resources. $10 million is required in FY 1990 for funding additional training, fellowships, and demonstration grants.

In addition to the current staff, NLM should be permitted to add one person to its staff to coordinate these programs.

4. A New Generation of Information Products and Services

The Challenge. NLM's current products and services serve the health professions very well, but more are necessary. Recent improvements have included:

- 24-hour access to online databases
- GRATEFUL MED® front-end search system for health professionals' personal use
- Improved interconnections between numerous databases
- Elimination of monthly minimum charges, introduction of reduced charges for students, and increased flexibility in arrange-

ments for MEDLINE use by educational and research institutions

- Establishment of DOCLINE[8] nationwide to facilitate interlibrary borrowing of medical literature
- AIDSLINE[8] and other special information services in response to national initiatives against this epidemic.

These are excellent examples of NLM's responsiveness to changing needs. In addition, however, NLM should put in place a system to monitor continuously the actual use of its products and services at the level of individual health practitioner, student and researcher. Furthermore, it should establish a continuous "production line" of improved information products and services that are immediately responsive to the needs so identified. This research and development production line should be in addition to the more long range, basic research in which NLM is already engaged.

Recommended Action. *NLM should accelerate intramural R&D on products and services that are optimally responsive to the information needs of health professionals by:*

- *Placing a high priority on research to ascertain the information requirements of U.S. health professionals, the suitability of current means for acquiring health-related information, and impediments to such acquisition. Using these data, NLM should mount a national campaign to increase awareness of its information products and services among all health professionals in all settings, and put in place permanent feedback mechanisms to ensure their optimal utility.*
- *Expanding and enhancing intramural research and development programs leading to the improvement of current information products and services and the creation of new systems.*

Recommended Resources. It is estimated that incremental R&D funding totalling $5 million is required in FY 1990 to ensure NLM's continued ability to offer needed products and services, approximately $2 million for user studies and $3 million for product development.

In addition to the current staff, NLM should be permitted to add 10 persons to its staff to do this research and development.

Staffing

This report recommends significant additional responsibilities and funding for the NLM. It is imperative that NLM obtain additional FTEs that will provide the minimum level of staff support necessary to undertake recommended initiatives as specified. Seventeen FTEs are required in FY 1990 to provide staffing for implementation of this plan's recommendations for improved access in the four specific areas described. This number represents the total of those additional personnel that are specified for each of the major recommendations.

This recommendation for FTEs does not take into account the other obligations of NLM not reviewed at this time. Specifically, it does not include additional FTEs required for the Congressionally mandated National Center for Biotechnology Information and those needed to respond to the increasing volume of literature and service requests.

Improving Health Professionals' Access to Information

The concept of ready access to a comprehensive store of recorded knowledge has for centuries tantalized the scholar and investigator. To achieve fingertip control of the literature, of all that is known about the causes, treatment, and prevention of heart disease, cancer, and stroke, and to make this knowledge available to researchers, educators, and practitioners, is an objective to which this Subcommittee wholeheartedly subscribes. Traditionally, the medical library plays the central role in the interchange of published biomedical information.[5]

Dr. Michael DeBakey, *Chairman, President's Commission on Heart Disease, Cancer, and Stroke, 1965.*

Introduction: The Problem of Access

A little over two decades ago, the medical libraries of this Nation were unable to provide effective access to the results of biomedical research. Recognizing this, the President's Commission on Heart Disease, Cancer, and Stroke noted in 1965 that:

> *The marshaling of resources, public and private, to insure better health for the American people has been a phenomenon of the post-World War II decades....Attention has been called repeatedly to a significant exception to this commendable development. Those problems which are associated with the communication of new scientific knowledge, both to researchers who must use it still further to explore the unknown, and to practitioners who must have access to it to improve the Nation's health, are so critical as to warrant our most serious attention.*[6]

The Commission recommended that:

> *The National Library of Medicine should support and assist the development of improved medical library services in the United States by an extramural program acting through grants and contracts in areas of medical library facilities, resources, personnel, and secondary publications. The Library should also conduct forward-looking research and development for the purpose of increasing the effectiveness of medical library service throughout the Nation.*[7]

Much has been accomplished by the National Library of Medicine in the intervening years. With assistance provided under authority of the 1965 Medical Library Assistance Act, medical libraries have expanded and improved their facilities; new libraries have been built; strong collections have been developed; staffs have been trained; shared programs among libraries have been formalized through the Regional Medical Library network; and new information technologies have been introduced to automate key library services.

Many of these technologies have stemmed from the general advances of information science and computers, tailored or adapted to the needs of health care. Other improvements have emanated from the research and development laboratories of the NLM. Foremost among them has been the MEDLARS/MEDLINE network of computerized

databases containing more than ten million references to the world's biomedical literature. Every day, thousands of health researchers, educators, practitioners, and students access these databases and obtain needed information through the services of medical libraries. The networking of these online databases, supported by the nation's medical libraries—with NLM at the apex of a broad national pyramid—has been a great success.

Today in 1989 we are faced with new challenges as critical as those of the 1960's. A strong library network has been built, yet many health professionals, perhaps the majority, are unaffiliated with a medical library and thus do not have ready and timely access to the vital health information they need. With the availability of advanced personal computers and increasingly good public communications networks, the time has come to reach out to include all individual American health practitioners and to see that they have ready access to NLM's information services. Congress has recognized this need.

In October 1987, the Senate Committee on Appropriations, in its report on the Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriation for 1988, stated in its section on NLM:

> *The Nation's immense investment in biomedical research can be maximized only if there are efficient channels for disseminating research results, and these the library provides through its computerized MEDLARS services and the regional medical library network. The Committee believes that this program should be expanded to reach all American health professionals, wherever located, so they will be able to take advantage of the library's information services. The Committee encourages the NLM to develop an outreach program aimed at science and technology transfer of the latest scientific findings to all health professionals including psychologists, nurse midwives, and nurse practitioners in rural communities and other areas...*[8]

In December 1987, the National Library of Medicine Act was amended to add to the functions of the Library:

> *Publicize the availability of the above products and services of the National Library of Medicine.*[9]

In 1988, the Senate Committee on Appropriations affirmed the importance of increasing the Library's outreach and access programs, and expressed concern

> *that hospitals undergoing financial hardship, especially small rural hospitals, may be unable to commit scarce resources to maintaining their libraries...and...that health care professionals...in isolated areas, who are most likely to lack access to recent scientific and technological findings, are also least likely to have access to such libraries.*[10]

The Committee requested

> *that the NLM develop an active outreach program to disperse this information to rural and remote health care professionals, and devise a method of notifying these professionals of the availability of up-to-date information.*[11]

In response to this charge, the NLM Board of Regents' Planning Subcommittee convened a Panel on Outreach expressly for the purpose of formulating a plan to guide the Library's efforts to improve access to its information

Findings

services.* The Panel is chaired by Dr. Michael DeBakey, a long-time proponent of improved medical** information services and the former chairman of the 1965 President's Commission on Heart Disease, Cancer, and Stroke. The Regents sought a plan that would address the need to increase the awareness of prospective users; suggest strategies for removing obstacles to access; and propose mechanisms to insure the maximum relevance of NLM's diverse array of information products and services. A new and revitalized partnership with the Regional Medical Library Network has emerged as the backbone of the plan; and modern computer and information technology is the sinew that gives it strength.

The Panel's recommendations, along with estimated incremental budget requirements (using FY 1989 as a base), are presented in the following sections:

- The individual and the RML network.
- Strengthening hospital access to national information sources through resource grants to small hospital libraries, support for the Integrated Academic Information Management Systems (IAIMS) program, and participation in the emerging national electronic communications networks, such as NSFNET.
- Expanding training, fellowships, and demonstration grants.
- Expanding intramural R&D at NLM, including studies about the users and uses of its products and services, and the development of new or enhanced information products and services to meet the needs of health professionals.

* The Outreach Panel is composed of 31 leading medical educators, scientists, health professionals, medical librarians, and marketing specialists (see Appendix for panel roster). The Panel met three times between November 1988 and March 1989.

** In this report "medical" is meant to be generic and inclusive of all health professions.

1. The Individual and the Regional Medical Library Network

The Challenge. The RML Program, funded under the Medical Library Assistance Act and its subsequent renewals, has played a vital role in improving access by creating a functioning network of medical libraries serving all fifty states.

The networking of medical libraries was a success; the next step, not accomplished to date, is for NLM and all of the libraries in the RML network (RMLs, resource libraries, and local libraries) to establish direct contact with the whole spectrum of health professionals who are the ultimate users of biomedical information services, thus incorporating the *individual* health practitioner within the *institutional* network.

Twenty years' experience has proved the soundness of the strategy that led to the development of a national system of RMLs, each with facilities of sufficient depth and scope to support the services of other medical libraries in the region it serves, and providing health professionals with effective, timely access to biomedical information. A new and revitalized RML Program must offer high quality products and services that satisfy all health professionals' needs, efficiently and at a reasonable cost, and that continue to serve an ever-changing market. In a new alliance, RMLs and the libraries in their regions can act as representatives and agents for NLM information products and services. Under NLM leadership, the RMLs must be able to assist NLM in developing such products and services and in creating a marketing strategy and "field force" for distributing them. The RMLs and their constituent libraries will also supply NLM with feedback and information concerning how information is being used, new ideas for products and services, etc. Information and ideas should flow both out from NLM through the RMLs and network li-

The next step is for NLM and all of the libraries in the RML network to establish direct contact with the whole spectrum of health professionals.

braries to health professionals, and back the other way. A two-way communications process is needed.

Today, nearly 3,000 medical libraries have identified themselves as RML network members and have agreed to provide services to help health professionals identify, locate, and obtain needed information. Most, but not all, are connected in this national network by terminals and microcomputers, and a growing number by telefacsimile machines. Because of the widespread availability of these increasingly sophisticated devices in health professionals' places of work and homes and the simplification of electronic access to information resources, the time is opportune for the RML Program to take the next logical step and directly connect health professionals electronically to this network of medical libraries and online resources.

The goal of a newly energized national RML Program is to bring biomedical information resources similar to those available in the best academic medical centers within easy reach of health professionals, especially those in rural areas and inner cities currently without easy direct access. The objective is to show each health professional how NLM systems might improve his or her access to biomedical information. Staff in network libraries will initially explain available resources and the systems used to access them, and subsequently will be available to provide assistance and obtain suggestions for improvements or new products. The national RML Program will be able to initiate innovative programs and new uses of the network.

The national RML Program will depend on the programs and services of NLM, a major regional biomedical library resource in each region, a small staff in each of these regional libraries to provide coordination and outreach activities, and the thousands of medical libraries in the network. These library resources in the network should continue to be strengthened, their staffs trained to use the systems and reach users, and the systems connecting them strengthened. Each health professional should have the opportunity to connect to the most comprehensive up-to-date biomedical information systems in the world.

Recommended Action. *NLM and the RMLs should build a more active partnership for a national RML Network, one that will be flexible and permit rapid response to regional needs, geographic factors and changing environmental conditions. The emphasis of the new national Program should be to bring biomedical information resources within easy reach of all health professionals, especially those individuals in areas that do not currently have direct access. To do this, the*

NLM and the RMLs should build a more active partnership for a *national* RML Network.

Regional Medical Library Network

RMLs should act as a "field force" for NLM products and services, providing information and services to health professionals directly and through network libraries, and providing feedback from health professionals to NLM. The Panel estimates that an increment of $2 million in FY 1990, increasing to $6 million in FY 1991, is required to enable the RMLs to marshal the resources necessary to reach health professionals, to gather specific observations on their information needs, to demonstrate the use of existing relevant information products and services, and to function effectively as an integrated national network.

Following are the detailed actions that will accomplish this recommendation:

A. Assist in connecting health professionals to the RML Network by:

Making them aware of available information resources, methods of accessing them, and ways they can be useful;

Promoting NLM products;

Conducting and publicizing training classes;

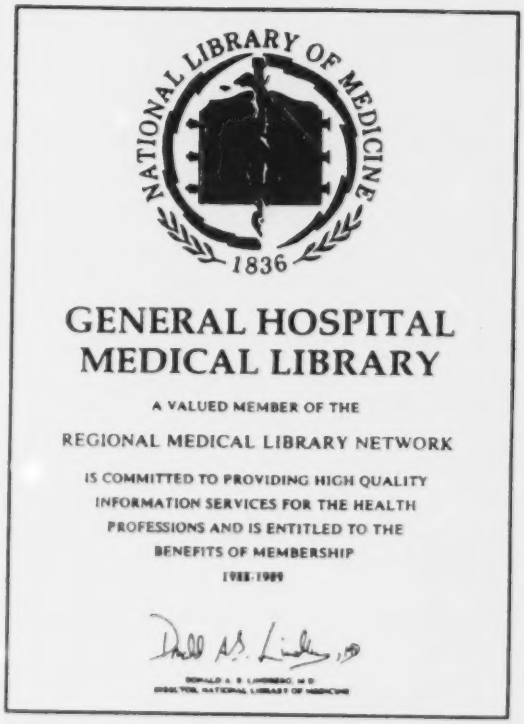
Providing a means for health professionals unaffiliated with a library to request the loan of books and journal articles ("document delivery");

Implementing high-speed electronic systems to improve document delivery to users;

Developing and maintaining regional information resource files;

Providing user support through expansion of the existing NLM online service desk; and

Conducting evaluation studies and needs assessments to provide NLM with information on and suggestions for new NLM products and services, and on the use of information by health professionals.



B. Improve the capabilities of the libraries in the network by:

Expanding services to strengthen libraries that are not operating as full network members;

Strengthening the network links among health science libraries to assist them in becoming NLM's "field force" in introducing health professionals to NLM products and services;

Evaluating new NLM systems and databases as they become available; and

Collecting data on the network libraries to determine trends and significant changes in their ability to assist health professionals.

C. Encourage technology transfer and research by:

Introducing the use of and evaluating new NLM products and services in operational (i.e., health care) environments;

The RMLs should act as a "field force" for NLM products and services.

Information resources at a national and international level are growing at a faster rate than the ability of local medical libraries and medical institutions to use them.

Disseminating information about the latest technology developments to health information providers and health professionals;

Facilitating and supporting medical informatics research efforts throughout the region;

Serving as resource points for information about NLM grants; and

Providing an annual technology update from NLM.

D. Improve the RML Network's ability to serve increased numbers of health professionals by:

Reviewing the current RML mission and goal statements for possible modifications to emphasize the Network's increasing role in actively reaching health professionals;

Studying the configuration of the RML Network, in light of its new emphasis, for possible modification;

Changing the name of the network to reflect its national structure and direction;

Improving the understanding of each RML Regional Advisory Committee of national services and priorities; and

Improving the communications among network members and with NLM.

Recommended Resources. The following table shows recommended appropriations to strengthen the RML Program. Although additional funds are required in FY 1990 for the planning and contract award phases, the major increment is scheduled for FY 1991 because of the timing of the RML contract cycle.

Incremental Dollars in Millions

Regional Medical Library Network

	FY 90	FY 91	FY 92	FY 93	FY 94
Assist in connecting health professionals	$1.0	$2.0	$2.2	$2.5	$3.0
Improve capabilities of libraries in network	0.0	1.5	1.6	2.0	2.0
Encourage technology transfer/research	0.0	2.0	2.2	2.5	2.5
Improve ability to serve more health professionals	1.0	0.5	0.5	0.5	0.5
Total	**$2.0**	**$6.0**	**$6.5**	**$7.5**	**$8.0**
FTEs[12]	3	3	3	3	3

2. Strengthening Hospital Access to National Information Sources

The Challenge. Information resources at a national and international level are growing at a faster rate than the ability of local medical libraries and medical institutions to use them. Shrinking library holdings and collections at the local level, the lack of communications specialists in smaller institutions, and the scarcity of appropriate communications equipment and computers locally are creating a grave danger of isolation of local medical facilities from the growing national—and even international—information capability.

Resource Grants to Small Hospital Libraries

At the local level, NLM has implemented a new generation of Resource Grants to significantly improve the access of community-based hospital libraries to information. The evolution of the Resource Grant Program has consistently mirrored changing national needs and evolving technological capabilities. Today, Information Access Grants are

directed primarily to small and medium-sized hospital libraries, the institutions to which health-care professionals turn most often for access to biomedical publications and electronic bibliographic databases. The emphasis is on supporting projects that take advantage of modern electronic and telecommunications technologies to improve access by local libraries to national information resources.

Training health professionals to use these technologies, such as GRATEFUL MED for searching MEDLINE, is an important component of this new initiative. Access to MEDLINE information has proven to be cost-effective and can be life-saving. It has even been proposed by some that the costs of computerized literature searches be eligible for third-party reimbursement in order to encourage their more widespread use.[13]

Successful "Access" grant projects will serve as models that can be used by other community-based institutions; they must be funded at a level that will enable this vital leverage to occur.

Integrated Academic Information Management Systems (IAIMS)

In 1983, NLM launched a major initiative in institution strengthening—the IAIMS Program. It sought to catalyze a new computer-supported information management environment in biomedical teaching and research institutions. Funding is directed toward the institution-wide use of communications and information processing technologies to link and relate library systems with individual and institutional databases and files—inside and outside the institution—for patient care, research, education, and administration. The goal is to create an organizational mechanism within health institutions to manage biomedical knowledge more effectively, and to provide for a system of comprehensive information access. A related goal is to strengthen and to position the institutional libraries to assume crucial and evolving functions in a new information-intensive era. The program requires an institution to follow three sequential phases: I.) a planning phase of about two years; II.) a prototyping phase (of about three years) to explore and introduce technologies; and III.) an implementation phase of five years to introduce a networked and coordinated information and communications program. The original funding formula envisioned twenty Phase I planning grants; ten Phase II prototype development grants; and five Phase III full scale implementations. To date, seven institutions have been funded at the Phase I level, five at Phase II, and two at Phase III.

In 1988, NLM assembled a grants review committee to evaluate several of the IAIMS applications and to appraise the status of the program. The committee's report was an enthusiastic reaffirmation of the IAIMS concept, not only in achieving considerable information integration but also in catalyzing important changes in institutional behavior. There is no single IAIMS model: the unexpectedly diverse implementations reflect the wide differences in institutions. A principal barrier to an even more complete realization of the IAIMS concept has been inadequate funding which, in the current fiscal year, has permitted the support of only two institutions at the third and final implementation phase, with no new awards to institutions planning an IAIMS program (Phase I), or developing a prototype (Phase II).

The Outreach Panel is impressed with the success of the IAIMS Program in improving information access for institution-based health professionals. The Panel strongly endorses and supports the recommendations contained in the review committee's report and the need to capitalize on the program's successes to date.

NLM should strengthen and facilitate local institutions' access to national biomedical information sources.

Participation in National Networks

Strengthening access to national information sources must include building connections to the developing national networks—the interstate "highways" capable of carrying electronic information "traffic" to all health professionals in all settings. Rural practitioners may experience isolation from the mainstream of American medicine. They face high communications costs that cannot be offset by high volume links in low population densities; in fact, there are no nodes for high speed value-added networks (VANs) in small towns.

At the other extreme, urban health professionals, who may routinely need to access information from numerous workplaces and several different computer systems, are prime candidates for a technological solution. Electronic gateways and networks, computers linking users' computers to other computers, automatically and invisibly, represent a breakthrough in automation that can be applied to keep the health professional in touch with knowledge as he or she moves from task to task, database to database, setting to setting.

The idea that the nation's scientists ought to be linked in a master computer network—to each other, to computing power, and to information sources—is not a new one. The ready acceptability of personal computers now makes this possible, but coordinated planning of hardware, software, and communications protocols is necessary. There are many institutional, regional, and national networks. Some of these networks, including ARPANET (the Department of Defense research network), BITNET (a national network of computers at universities and research organizations), and NSFNET (sponsored by the National Science Foundation), are part of a collection of interconnected networks called Internet.

NSFNET is to be the national research network. It includes the NSFNET backbone, several mid-level networks, including the network linking the five NSF-funded supercomputers and some regional networks, and campus networks. NSF has taken informal "lead agency" responsibility to design a future network that will have the additional capacity for transmission of images. NLM should participate in this planning, so as to ensure fulfillment of the biomedical community's need for access to these advanced communications networks and to reflect biomedical priorities as the design options are taken.

Recommended Action. *NLM should strengthen and facilitate local institutions' access to national biomedical information sources by:*

- *Assisting local institutions in gaining access to networks by substantially expanding its extramural resource grant program of "Access" grants. This support program should be undertaken at a level not less than an additional $2 million in FY 1990.*
- *Seeking substantially increased funding for the IAIMS Program to assist a larger number of institutions that are planning for integrated information services, and to insure sufficient models to accommodate the diversity of IAIMS sites. Present Phase I and Phase II programs (that promise new models for implementation) should be brought to completion; and, most important, Phase III implementation projects should be supported. Funding in subsequent years should support meritorious new applications and proposed models at levels equal to those originally planned. Incremental funding at a level of $6 million in FY 1990 is essential.*

- *Assuring biomedical participation in current NSFNET developments and in planning for future advanced electronic communications networks to assure health professionals' access to biomedical information. Incremental funding at a level of $1 million in FY 1990 is required.*

Actual and Recommended IAIMS Awards

Phase	I	II	III
Original goal	*(20)*	*(10)*	*(5)*
Actual No. through FY 89	7	5	2
New Awards FY 90-94	13	5	5
Total # Recommended through FY 94	20	10	7

Following are the detailed actions that will accomplish this recommendation:

A. Resource "Access" Grants: encourage access grant applications by community-based institutions, including those in underserved areas serving minority populations.

B. IAIMS grants: fund an additional thirteen Phase I, five Phase II, and five Phase III awards in FY 1990, for a total of twenty Phase I awards, ten Phase II awards, and seven Phase III awards by FY 1994. Historically black institutions should be informed of the opportunities inherent in the IAIMS concept.

C. Implement a formal program to support the training of IAIMS professionals with the requisite technical expertise and organizational skills to accept IAIMS leadership roles at their institutions.

D. Encourage and support the exchange of information among current IAIMS participants. The expansion of the IAIMS symposium series is one way of doing this.

E. Establish linkages to connect academic health science centers to existing national scientific and educational networks such as NSFNET.

F. Through national networks, develop an electronic gateway function that will link users of NLM databases in all settings to information in a variety of relevant databases.

Recommended Resources. To summarize resources required for strengthening hospital access to national information sources:

Incremental Dollars in Millions

Strengthening Hospital Access to National Information Sources

	FY 90	FY 91	FY 92	FY 93	FY 94
Resource Grants	$2.0	$3.0	$4.0	$5.0	$6.0
IAIMS					
Phase I/II/III awards	5.0	6.0	7.0	8.0	9.0
Training	0.5	0.5	0.5	0.5	0.5
Information interchange	0.5	0.5	0.5	0.5	0.5
Subtotal, IAIMS	6.0	7.0	8.0	9.0	10.0
National Networks	1.0	1.5	2.0	2.5	2.5
Total	**$9.0**	**$11.5**	**$14.0**	**$16.5**	**$18.5**
FTEs	3	3	3	3	3

NLM should substantially increase the number of Medical Informatics training centers, individual awards for research training and career development, and demonstration grants.

3. Training in Health Information Management

The Challenge. There are not adequate numbers of persons in the biomedical fields who have had training in the use of modern computer and communications systems. There is a need both for biomedical professionals cross-trained in informatics and for persons from computer and information sciences and engineering who have had doctoral or post-doctoral training in the application of these technologies to health problems. Even the major university medical centers that have concentrated their resources on planning for institution-wide information services have found that locating and recruiting senior professionals with this kind of education and training is their greatest obstacle. Training in health information management skills is critical. Schools of the health professions must recognize the need for, and support a career path for, informatics-trained persons in their own institutional settings. NLM's role is to expand its successful (pre-doctoral and post-doctoral) grants program for career training in medical informatics. In addition, NLM needs to expand its support of demonstration grants, focusing on extramural research to improve access to biomedical information.

Recommended Action. *NLM should substantially increase the number of Medical Informatics training centers, individual awards for research training and career development, and demonstration grants at an incremental first-year cost of $10 million.*

Following are the detailed actions that will accomplish this recommendation:

A. Expand institutional support for young investigators through the First Independent Research in Support of Transition (FIRST) awards and Research Career Development Awards (RCDA) for more established investigators.

B. Expand the number of competitive post-doctoral fellowship awards made directly to persons for use at universities of their choosing.

C. Increase immediately the number of NLM training programs in medical informatics from eight to fifteen institutions, with a gradual increase to a total of twenty institutions receiving such support.

D. Expand support for demonstration and research grants in medical informatics with particular emphasis on systems or methods to improve access to biomedical information. Seek ways to include minority health professionals in underserved communities.

Recommended Resources. The following table recommends appropriations needed to expand support for Training, Fellowships, and Demonstration Grants:

Incremental Dollars in Millions

Training, Fellowships, and Demonstration Grants

	FY 90	FY 91	FY 92	FY 93	FY 94
FIRST and RCDA awards	$1.0	$1.2	$1.4	$1.6	$1.8
Post-doctoral fellowships	1.5	1.8	2.1	2.4	2.7
Training programs	2.5	3.0	3.5	4.0	4.5
Demonstration grants	5.0	6.0	7.0	8.0	9.0
Total	**$10.0**	**$12.0**	**$14.0**	**$16.0**	**$18.0**
FTEs	1	1	1	1	1

4. A New Generation of Information Products and Services

The Challenge. NLM's current products and services serve the health professions very well, but more are needed. Recent improvements have included:

- 24-hour access to online databases
- GRATEFUL MED front-end search system for health professionals' personal use
- Improved interconnections between numerous databases
- Elimination of monthly minimum charges, introduction of reduced charges for students, and increased flexibility in arrangements for MEDLINE use by educational and research institutions
- Establishment of DOCLINE nationwide to facilitate interlibrary borrowing of medical literature
- AIDSLINE and other special information services in response to national initiatives against this epidemic.

These are excellent examples of NLM's responsiveness to changing needs. In addition, NLM should put in place a system to monitor continuously the actual use of its products and services at the level of individual health practitioner, student and researcher. Furthermore, it should establish a continuous "production line" of improved information products and services that are immediately responsive to the needs so identified. This research and development production line should be in addition to the more long range, basic research in which NLM is already engaged.

User Studies

At its most fundamental level, an Outreach Plan must specify the means to create awareness among the Nation's health professionals that there are excellent—and extremely valuable—information products and services available from NLM. These services, however, will remain unknown to many unless an effective marketing field force can be created. NLM has a variety of activities to publicize its services, including exhibits, brochures, videos, and television public service announcements. Publicity efforts must be greatly increased in number and scope if the health professional community is to realize the extensive benefits of using the latest biomedical information available directly from NLM and its network of medical libraries. As a first step to increasing awareness, NLM must identify impediments to the use of computerized biomedical databases—be they technical, behavioral, or financial—especially among health professionals engaged in patient care.

A well-conceived program of user studies would build upon the excellent efforts already under way, such as the Library's innovative use of the Critical Incident Technique to study the impact of MEDLINE-derived information on the professional practice of medicine. A recent survey of the information practices and needs of health-care providers in rural North Dakota[14] establishes important baseline measures for assessing the impact of prototype outreach intervention in rural communities. The establishment of permanent feedback mechanisms to assess user satisfaction with current systems and to advise on the need for enhancing current systems and developing new ones should be encouraged. An exemplar of the Library's current efforts to create such user linkages is the "efficacy tester" panel of health professionals that guides the continuing development of GRATEFUL MED, NLM's highly successful software program for searching

NLM should monitor the actual use of its products and services. Furthermore, it should establish a continuous "production line" of improved information products and services.

MEDLINE. Evaluation studies and user panels of this kind not only point the way to the development of optimally designed products that are truly responsive to the needs of users, but they can also contribute significantly to our intellectual understanding of the scientific communications process that, ultimately, succeeds or fails in transferring the results of biomedical research from the bench to the bedside.

New Products and Services

In 1965, recognizing the enormous potential of research in improving information services for health professionals, the President's Commission on Heart Disease, Cancer, and Stroke found that

> *Of paramount importance is the conduct of an intramural research and development program to explore and exploit new technologies for more efficient management of the world's biomedical literature.*[15]

NLM has had an internal research and development capability for more than twenty years. The Lister Hill National Center for Biomedical Communications has conducted invaluable R&D in biomedical communications since its inception in 1968. Modern technologies and the need to reach out to health professionals present new challenges and opportunities for NLM's R&D programs.

First and foremost, it is critical that the information services that NLM provides be useful to all health professionals engaged in research, education, and, especially, direct patient care. Some of NLM's present services may need to be changed, and new services may be needed to meet the specific needs of health-care practitioners. In order to design future products that utilize the latest information and computer technologies it will be necessary to expand existing intramural research and development programs: a continuous production line is needed.

Based in part on findings from the user studies described in the preceding section, it can be expected that some of these new products may well take on forms and functions markedly different from those presently available to NLM's user community. These may place progressively greater reliance on access to full-text information, factual databases, and electronic image libraries—portions of which may be integrated with such artificial intelligence programs as computer-assisted clinical consultation systems. For example, NLM is developing an image display capability for the online version of McKusick's *Mendelian Inheritance in Man* (MIM) text, so that clinical and radiographic pictures can be combined with text on the user's computer terminal display. A videodisk image library is also an important diagnostic feature of the AI/RHEUM expert system intended for use by the non-rheumatologist clinician.

NLM's current products and services can also serve as the foundation for the development of a new and expansive access initiative. GRATEFUL MED, the microcomputer-based software package that provides an easy-to-use interface to selected databases on NLM's MEDLARS system, should continue to be enhanced. The addition of new and more powerful search capabilities and post-search processing aids that display the most important articles first, or provide cues enabling the user to identify those articles likely to be most relevant, would be beneficial. DOCLINE, NLM's automated interlibrary loan request and referral system, should be linked to GRATEFUL MED so that individual health professionals, not just libraries, may enter a request for a copy of an article into the document delivery system at the time of the GRATEFUL MED search.

New databases likely will be needed. In response to the AIDS crisis, NLM initiated AIDSLINE, which contains more than 13,000

references to scientific articles about AIDS vitally important to the researcher and clinician. AIDSLINE can be accessed through GRATEFUL MED as well as through most computer terminals equipped with modems. It is critical that NLM continue to be responsive to national health concerns in this manner.

Another area of growing national concern is occupational and environmental health. NLM has an active program in toxicology information, evidenced by the TOXNET® system that includes such databases as TOXLINE®, the Toxicology Data Bank (TDB), and the Hazardous Substance Data Bank (HSDB®). In addition to bibliographic citations, the TOXNET files contain scientifically reviewed and edited state of the art textual summaries, along with factual data on acute and chronic toxic effects of more than 90,000 chemicals. There is a need for increased understanding and training on the part of the health professional about occupational or environmental exposure as a causative factor in disease. Linked to this is the need to create even better, more medically focused, information resources. Efficient, reliable access to these full-text and numeric databases is needed, especially during emergency situations involving hazardous materials.

Finally, the Panel favors adapting the IAIMS concept to the health-care practitioner not located in a major academic health science center. The IAIMS program is intended to develop a limited number of prototype integrated information systems that can be used by major academic medical centers. It was never targeted to smaller community hospitals, and the individual practitioners they serve. As an independent but parallel activity, NLM should identify a non-university medical site for an experimental implementation of an advanced information access system. This might provide a single point of access for the many forms of information required by the practitioner—laboratory data, hospital admitting data, patient records, and information in data banks and the literature. Thus, new ways to implement the concept of electronic online services to the community-based physician would be explored. The success of such an experiment may ultimately rest on the products of the Unified Medical Language System (UMLS) project, a long-term collaborative research effort by NLM scientists and their colleagues in the medical informatics community. Their goal is to build an increasingly intelligent automated system that understands biomedical terms and their interrelationships across a variety of machine-readable sources including those found in the biomedical research literature, clinical medicine, and health care administration.

Recommended Action. *NLM should accelerate intramural R&D on products and services that are optimally responsive to the information needs of health professionals by:*

- *Placing a high priority on research to ascertain the information requirements of U.S. health professionals, the suitability of current means for acquiring health-related information, and impediments to such acquisition. Using these data, NLM should mount a national campaign to increase awareness of its information products and services among all health professionals in all settings, and put in place permanent feedback mechanisms to ensure their optimal utility. It is estimated that incremental funding of $2 million is required for this purpose in FY 1990.*
- *Expanding and enhancing existing intramural research and development programs leading to the improvement of current information products and services and the creation of new systems. It is estimated that an increment of $3 million is required in FY 1990 to pursue these objectives successfully.*

NLM should accelerate intramural R&D on products and services that are optimally responsive to the information needs of health professionals.

Following are the detailed actions that will accomplish this recommendation:

A. Initiate a nationwide baseline survey to establish an overall measure of the extent to which health professionals in specified categories know about, have access to, and use computerized biomedical and health-related databases. The survey should also address such fundamental questions as the reasons for non-use and whether those who use MEDLINE do so directly from NLM or through other means.

B. Target segments of the health professional community, initially medical students, physicians practicing in rural settings, underserved minorities, and others unaffiliated with major academic centers, for in-depth study using the focus group technique and/or related means for engaging in close interaction with and direct observation of prospective users of NLM's information products and services. These studies should seek to determine the role that NLM's information products currently play as these health professionals carry out their daily activities. Findings from these activities also can serve as a valuable aid in the design of new and innovative products to meet those information needs not yet served.

C. Consider the development of an extensive publicity campaign, targeting specific NLM products and categories of prospective user groups. The campaign should consider a number of options such as print media, including notices in medical and health-related journals and direct mailings to physicians' offices; electronic media, including public service announcements, news releases and personal appearances by NLM senior staff on professionally-oriented programming produced for the medical public; and technical demonstrations and exhibits at specialty society meetings. These outreach efforts should be accompanied by imaginative promotional offerings and incentives encouraging trial use and adoption of NLM's diverse array of information management systems. Appropriate criteria for assessing the success of these efforts should be explicitly defined and applied.

D. Establish coalitions and collaborations with governmental, academic, and professional organizations with the objective of encouraging access to, competency in, and the use of computerized database systems as a requirement for credentialling or quality assurance or both. Such relationships could also provide NLM with additional avenues for obtaining advice and feedback to assure the Library that its services are maximally relevant.

E. Accelerate the development of GRATEFUL MED as a convenient and powerful access vehicle for individual users of MEDLARS.

F. Accelerate experimentation with new and novel information products incorporating full-text information, electronic images, and intelligent forms of knowledge representation applicable to the special needs of practicing health professionals, especially those persons located in isolated or rural settings.

G. Expand the scope of DOCLINE by developing the linkages necessary to support implementation of an integrated GRATEFUL MED and document delivery package available to all U.S. health professionals. This integrated package should provide documents directly to health professionals in a timely and cost-effective way. NLM should increase the use of facsimile or other electronic transmission of full-text documents to improve the timeliness of the document delivery system.

H. Develop new database systems containing the latest information required by health professionals in areas of national concern. The rapid development of AIDSLINE and related NLM AIDS information services is an excellent example of NLM's quick response to the Nation's special information services needs.

I. Extend IAIMS concepts to practitioners outside the academic health sciences center. Experiment with the development of a prototype information network within a small- to mid-sized community health care institution.

J. Improve coverage of and focus on occupational and environmental medicine in NLM's toxicology data banks, particularly the Hazardous Substance Data Bank (HSDB); facilitate use of these data banks by physicians, through better access software such as GRATEFUL MED, or through expert systems; join the efforts of other Federal agencies such as the Agency for Toxic Substances and Disease Registry (ATSDR) and the National Institute for Environmental Health Sciences (NIEHS) in increasing awareness and knowledge by physicians about occupational and environmental health issues, and about the available information resources pertaining to these issues.

Recommended Resources. To summarize resource requirements for intramural R&D at NLM:

Incremental Dollars in Millions

	FY 90	FY 91	FY 92	FY 93	FY 94
User Studies					
National survey	$0.5	$0.6	$0.8	$1.0	$1.1
In-depth studies	0.5	0.6	0.8	1.0	1.1
Publicity campaign and exhibits	0.5	0.6	0.8	1.0	1.1
Coalitions and collaboration	0.5	0.6	0.8	1.0	1.1
Subtotal, User Studies	$2.0	$2.4	$3.2	$4.0	$4.4
New Products and Services					
	FY 90	FY 91	FY 92	FY 93	FY 94
Accelerate GM development	$0.8	$1.0	$1.0	$1.1	$1.3
Full-text experimentation	0.5	0.5	0.5	0.5	0.5
Expand DOCLINE	0.5	0.8	0.9	1.0	1.2
New databases	0.3	0.3	0.4	0.4	0.5
Prototype network in community setting	0.5	0.6	0.6	0.6	0.7
Environmental medicine	0.4	0.4	0.4	0.4	0.4
Subtotal, New Products and Services	$3.0	$3.6	$3.8	$4.0	$4.6
Total	**$5.0**	**$6.0**	**$7.0**	**$8.0**	**$9.0**
FTEs	10	11	12	13	13

NLM Staffing

The number of FTEs available to carry out the Library's programs has declined steadily over the years and currently is thirty-five below the 1984 level. This combined with the new biotechnology information initiative finds NLM some sixty-five positions below its staffing needs. Nevertheless, NLM staff have performed superbly in accomplishing the Library's national service and research goals, often doing more with less. That trend cannot continue unchecked as demand for NLM basic services continues to grow at a rapid pace. This report recommends significant additional responsibilities and funding for the NLM. It is imperative that NLM obtain additional FTEs if it is to implement effectively the recommendations of this report. Contracting out work can be of some assistance in the service and R&D environment, but fulfilling the additional responsibilities and opportunities identified in this Outreach Plan will require a modest expansion of core NLM staff.

Additional NLM Staff Required for New Outreach Activities

Full Time Equivalents (FTEs)

	FY 90	FY 91	FY 92	FY 93	FY 94
Strengthening RMLs	3	3	3	3	3
Strengthening Hospital Access to National Sources	3	3	3	3	3
Training/Fellowships/Demonstration	1	1	1	1	1
Intramural R&D	10	11	12	13	13
Total FTEs	**17**	**18**	**19**	**20**	**20**

NLM should seek increased staffing levels. These additional FTEs will provide the minimum level of staff support necessary to undertake recommended initiatives as specified. Seventeen FTEs are required in FY 1990 to provide staffing for implementation of this plan's recommendations for improved access in the four specific areas described. This number of FTEs represents the total of those additional personnel that are specified for each of the major recommendations, and does not take into account the other obligations of NLM not reviewed at this time. Specifically, it does not include additional FTEs required for the Congressionally mandated National Center for Biotechnology Information and those needed to respond to the increasing volume of literature and service requests.

It is imperative that NLM obtain additional FTEs.

NATIONAL LIBRARY OF MEDICINE

Summary Resource Table

	FY 90	FY 91	FY 92	FY 93	FY 94
	Dollars in Millions				
Individuals and the Regional Medical Library Network					
Assist in connecting health professionals	$1.0	$2.0	$2.2	$2.5	$3.0
Improve capabilities of libraries in network	0.0	1.5	1.6	2.0	2.0
Encourage technology transfer/research	0.0	2.0	2.2	2.5	2.5
Improve network's ability to serve more health professionals	1.0	0.5	0.5	0.5	0.5
Subtotal, RML Network	**$2.0**	**$6.0**	**$6.5**	**$7.5**	**$8.0**
Additional FTEs Required	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**
Strengthening Hospital Access to National Information Sources					
"Access" Resource Grants	$2.0	$3.0	$4.0	$5.0	$6.0
Integrated Academic Information Management Systems					
Phase I/II/III	5.0	6.0	7.0	8.0	9.0
Training	0.5	0.5	0.5	0.5	0.5
Information interchange	0.5	0.5	0.5	0.5	0.5
Subtotal, IAIMS	6.0	7.0	8.0	9.0	10.0
Participation in National Networks	1.0	1.5	2.0	2.5	2.5
Subtotal, Strengthening Hospital Access	**$9.0**	**$11.5**	**$14.0**	**$16.5**	**$18.5**
Additional FTEs Required	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**
Training, Fellowships, and Demonstration Grants					
FIRST and RCDA awards	$1.0	$1.2	$1.4	$1.6	$1.8
Post-doctoral fellowships	1.5	1.8	2.1	2.4	2.7
Increase number of NLM training programs	2.5	3.0	3.5	4.0	4.5
Demonstration Grants	5.0	6.0	7.0	8.0	9.0
Subtotal, Training, Fellowships, Demonstration Grants	**$10.0**	**$12.0**	**$14.0**	**$16.0**	**$18.0**
Additional FTEs Required	**1.0**	**1.0**	**1.0**	**1.0**	**1.0**
New Information Products and Services					
User Studies					
National survey	$0.5	$0.6	$0.8	$1.0	$1.1
In-depth studies	0.5	0.6	0.8	1.0	1.1
Publicity campaign and exhibits	0.5	0.6	0.8	1.0	1.1
Coalitions and collaboration	0.5	0.6	0.8	1.0	1.1
Subtotal, User Studies	2.0	2.4	3.2	4.0	4.4
New Products and Services					
Accelerate GM development	$0.8	$1.0	$1.0	$1.1	$1.3
Full-text experimentation	0.5	0.5	0.5	0.5	0.5
Expand DOCLINE	0.5	0.8	0.9	1.0	1.2
New databases	0.3	0.3	0.4	0.4	0.5
Prototype network in community setting	0.5	0.6	0.6	0.6	0.7
Environmental medicine	0.4	0.4	0.4	0.4	0.4
Subtotal, New Products and Services	3.0	3.6	3.8	4.0	4.6
Subtotal, New Information Products and Services	**$5.0**	**$6.0**	**$7.0**	**$8.0**	**$9.0**
Additional FTEs Required	**10.0**	**11.0**	**12.0**	**13.0**	**13.0**
TOTAL DOLLARS	**$26.0**	**$35.5**	**$41.5**	**$48.0**	**$53.5**
TOTAL FTEs	**17.0**	**18.0**	**19.0**	**20.0**	**20.0**

Notes

1. Bunting A, DeBakey ME, Davies NE, Messerle J, Palmer R. Medical Library Assistance Act: a twenty-year review. In: National Library of Medicine. *Locating and gaining access to medical and scientific literature: report of NLM Board of Regents Long Range Planning Panel 2. Bethesda, Md.: National Library of Medicine, December 1986;32-49.*

2. U.S., President's Commission on Heart Disease, Cancer, and Stroke. *Report to the President: a national program to conquer heart disease, cancer, and stroke; vol. 2. Washington: Government Printing Office, 1965;326.*

3. U.S., Congress, Senate, Committee on Appropriations, *Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriation Bill, 1988: Report to Accompany H.R. 3058*, 100th Cong., 1st sess., 1987, S. Rept. 100-189, p. 138.

4. U.S., Congress, *Joint Resolution Amending the National Library of Medicine Act*, Public Law 100-202, section 215, 1987.

6. President's Commission, *Report to the President*, p. 381.

7. President's Commission, *Report to the President*, p. 385.

8. Senate, *Appropriation Bill, 1988*, p. 138.

9. Congress, *National Library of Medicine Act*.

10. U.S., Congress, Senate, Committee on Appropriations, *Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriation Bill, 1989: Report to Accompany H.R. 4783*, 100th Cong., 2d seas., 1988, S. Rept. 100-399, p. 145.

11. Ibid.

12. Here and throughout the report, "FTEs" refers to Full-Time Equivalents, or additional staff required. FTE levels are shown as increments above the FY1989 base, and are not cumulative.

13. Davies NE, DeVierno, AA. Reimbursement for computer-assisted literature searches for patient care [Letter to the Editor]. *N Engl J Med* 1988;319(15):1021.

14. This study was conducted by Dr. Kevin Fickenscher and his colleagues at the Center for Rural Health Services, Policy, and Research, University of North Dakota, Grand Forks, N.D., February 1989.

15. President's Commission, *Report to the President*, p. 327.

☆U.S. Government Printing Office 1989-247-915 48554

Last revised, April, 1995.

SMITHSONIAN INSTITUTION LIBRARIES

MISSION STATEMENT

The Smithsonian Institution Libraries supports the mission of the Smithsonian Institution "for the increase and diffusion of knowledge" by providing access to information in all forms to Smithsonian scientists, scholars, curators, and staff, as well as others with research needs. The Libraries accomplishes this by building, organizing, managing, housing, and preserving collections; by providing reference services and consultation; by employing all appropriate technologies for finding and disseminating information; and by contributing to and drawing from remote databases. The Libraries offers educational opportunities which include exhibitions, internships, publications, lectures, and user instruction. The Libraries participates in local, national, and international networks and cooperative activities which promote the sharing of information, access to recorded knowledge, and the support and advancement of scholarly communication.

GOALS

Services

The Libraries meets the informational and research needs of Smithsonian staff, curators, scholars, scientists and the general public as appropriate by identifying, locating and delivering information in all forms from within as well as outside the Libraries' collections. In order to meet this goal, the Libraries' staff maintains an awareness of scholarly communication processes including the technological enhancement thereof and communicates this awareness, as appropriate, throughout the Institution.

Within available resources, the Libraries enhances access to information by acquiring and using the most current and appropriate technologies.

The Libraries promotes an atmosphere which contributes to open communication within the Smithsonian community in order to identify the Institution's information, education and research needs.

The Libraries' staff provide professional interpretive and value-added assistance in securing accurate and appropriate information, in making researchers aware of the resources of the Smithsonian and other institutions and in encouraging the use of SIL collections and services.

The Libraries develops and maintains a comprehensive and accurate bibliographic database of its holdings which conforms to national and international standards.

The Libraries offers educational opportunities which include exhibitions, internships, publications, lectures, and access to SIL collections.

The Libraries provides access to information in the "virtual library" which is evolving in the form of emerging networks for communication and the exchange of scientific, research, and other types of information. The Libraries assists in training and educating users in the effective use of this evolving national electronic information infrastructure.

Mission & Strategic Plan 1996-1997

The University of Tennessee, Knoxville Libraries

"Once we are destined to live out our lives in the prison of our mind, our one duty is to furnish it well."
Peter Ustinov

A Message from Dean of Libraries Paula Kaufman:

Connecting people to people. Connecting people to information. Connecting the library to the global community.

Linking, attaching, serving as the nexus to provide the information necessary to feed the minds of UTK faculty and students are the main cornerstones of the University Libraries' plans for the coming academic year.

Making effective connections is the Libraries' major goal as we face the challenges the current and projected environments present. The availability of new information technologies, the rising prices of scholarly resources, the need to operate parallel multiple systems of access are just three examples of the situations with which we must deal successfully to bring to the UTK community the resources and services it needs to carry out its trifold mission of instruction, research, and service.

The Libraries' main tool for making connections is its people, the library faculty and staff who provide intellectual and physical access to information. Library faculty and staff prepare students, faculty, administrators, and the surrounding community to be more knowledgeable, effective, and responsible information consumers.

In today's milieu of sound bites and hype about virtual libraries it is easy to overlook the importance of the library as a place, a place in which to access information resources both physically and electronically, a place in which to consult our information experts, a place in which to find and use the materials we own, and a place in which to meet and interact with colleagues working on similar—or not so similar—problems. The library is a place in which to connect people to people and people to information.

It is difficult to overemphasize the growing importance of information technologies as tools to provide access and facilities to use the growing array of electronic information resources. However, we cannot overstate the difficulty of connecting print-based systems with systems and processes designed to handle electronic resources. Declining resources and the proliferation of information dictate that no single library can be self-sufficient, no single library can provide on-site everything that its community requires. The University Libraries connects to the global community to bring to UTK faculty and students access to a greater array of information sources than it could on its own.

Strengthening our connections, forging new links, bringing people together with the resources they need, connecting faculty and students with the information experts in the library characterize our plans for the coming year. We invite you to link to us.

Mission

The University Libraries is a major component of Tennessee's oldest land-grant and primary research university. The University Libraries participates in the teaching, research, and public service programs of the institution: by providing access to scholarly information; through the acquisition, organization, management, preservation, and arrangement of collections for access and use; through the provision of supportive reference and instruction services; and through a variety of cooperative and reciprocal programs in the area, state, region, nation, and the world.

As a collaborator in the process of teaching, research, and public service, the University Libraries provides leadership in the access and use of information. It also brings relevant issues to the attention of both the University and the scholarly community at large.

The University Libraries' faculty and staff play an important role in advancing research librarianship and improving access, management, and use of information.

The University of Tennessee, Knoxville Libraries, 1015 Volunteer Blvd., Knoxville, TN 37996-1000
UTK is an EEO/AA/Title IX/Section 504/ADA institution. EO1-6010-005-96

People to People

Across the Net

Context:

Network technology provides the Libraries with opportunities to make information resources and services available to users at their point and time of need. Users can access library and other resources from students' rooms, faculty offices, and distance learning classrooms across the state. This, combined with customized delivery of information, will enhance interactions with our users.

Strategies:

- Develop and improve access to Internet resources through the Libraries' Web pages
- Apply networked technologies to deliver services to off-campus students and faculty and to disabled users
- Use the net to promote and deliver personalized, interactive services to users (reference, hold/recall information, individualized instruction/consultation, interlibrary loans, etc.)
- Explore new avenues for publication, including electronic newsletters and guides to the collection

Through Instruction

Context:

Continuing innovations in information technologies, coupled with the need for educated information consumers, will place renewed emphasis in the Libraries on providing leadership in accessing, evaluating, and using information. The Libraries will recognize the variety of means by which people learn and will develop a proactive program to identify and meet user expectations for access to resources.

Strategies:

- Provide a wide variety of Info Tech Forums
- Improve the facility and capability of the Info Lab to improve delivery of instruction to our users with special attention to the application of adaptive technologies
- Work closely with teaching faculty on their application of new technologies, in both their research and teaching efforts
- Develop interactive instruction products to allow users to get basic instruction at the point of need
- Experiment with ways to improve the delivery of computer-assisted instruction, including networked access
- Provide quality one-on-one instruction in reference areas as well as through telephone service and electronic mail
- Advocate the integration of information literacy competencies across the curriculum

Through Library Service Points

Context:

The Libraries' strength will continue to be the provision of high quality services to our users. Many of our users will identify and judge that service based on assistance provided to them in the library at a service desk. Electronic service points will also be available to meet the needs of users in remote locations.

Strategies:

- Improve the delivery of public information to our users by developing ways to provide consistently appropriate referrals and accurate information
- Organize public services in a way that makes sense to users and that avoids duplication of efforts
- Establish a Welcome Center in Hodges Library
- Make effective use of human resources by encouraging cross-training and cross-staffing of public service areas

Through Supportive Staff

Context:

The delivery of quality service depends on well-trained, motivated staff. To facilitate the ongoing renewal of this important resource, the Libraries will promote staff training and development in an environment of continuous learning.

Strategies:

- Seek new ways to provide continuing education
- Provide training opportunities for staff to improve their public service skills
- Distribute library computing responsibilities among teams and units
- Form the Technology Support Group, define expectations for unit-level technical support staff, and define and develop minimum technical support competencies for all library staff
- Promote actively the development of a diverse staff as well as educate the staff to work effectively with a diverse public
- Insure a healthy and productive staff by creating a safe, ergonomically sound work environment
- Seek ways to further compensate and acknowledge staff
- Work towards developing a sense of library community across teams and physical boundaries

People to Information

Through OLIS (the Online Library Information System)

Context:

The online catalog provides opportunities for users to reach the library from virtually anywhere. An integrated online catalog will extend the boundaries of access for individual users. Advanced technologies afford new capabilities to link local holdings, commercial databases, and locally-produced management information.

Strategies:

- Implement new OLIS system
- Make bibliographic and full text databases accessible through the OLIS menu
- Make locally-developed resources (such as the Song Index, manuscript finding aids, et al.) accessible through the OLIS menu
- Acquire full quality catalog records that offer best access to our holdings
- Make internal management information accessible on all workstations in the library

Through the Collection

Context:

Our dynamic library collection encompasses on-site holdings, remotely accessible databases, materials borrowed from other libraries, and a myriad of Internet links. The Libraries will develop, process, and preserve a diverse collection within the constraints of available resources.

Strategies:

- Build understanding by the academic community about the nature of information resources and their impact on the "new" collection
- Reapportion resources to accommodate existing and emerging modes of scholarly communication
- Implement a systematic weeding plan
- Prepare and move selected materials into an off-site storage facility
- Participate in collaborative organizations to test and apply new methods to preserve and archive digital materials

Through Assessment

Context:

Needs assessment methods will be extended to all aspects of library service. An ongoing library goal is to gather data about the effectiveness of library services for users and incorporate new information into improved access channels. Since the comprehensive 1994/95 needs assessment project, specific areas are being targeted for attention each year. In 1996/97 those areas will include the following.

Strategies:

- Maximize contacts with faculty and graduate students to discover their needs for resources and concerns that could be addressed through changes to library policy and procedures
- Include a use feedback form in the library's Web pages and use the data collected to inform revisions of our services
- Conduct ongoing serials and journals review
- Evaluate statistics currently collected by the library and use them to improve services
- Conduct the academic program review of the University Libraries

Organizational Values

University Libraries' staff are committed to the following organizational values.

Service. The University Libraries fosters and supports teaching, learning and research by providing resources, access to knowledge, information, and ideas, and by providing assistance and instruction. Service is provided in an open, receptive, and courteous manner. Fundamental to this philosophy of service is a commitment to freedom of information and equity of access to information.

Quality. The University Libraries strives for excellence in programs and services. In delivering effective and timely services to its users within its financial constraints, the University Libraries uses sound management practices and a responsive organizational structure. We encourage and support the development of a knowledgeable, versatile, and skilled staff.

Integrity. The University Libraries is dedicated to creating an environment characterized by ethical behavior, accountability, and honesty. We are committed to the principles of academic freedom and open communication.

Diversity. The University Libraries values diversity in staff, users, and collections and works to provide a climate of openness, acceptance, and respect for individuals and points of view.

Collaboration. The University Libraries' staff perform interdependent activities within the library setting and within the academic community. We work collaboratively with each other, with our University colleagues, and with colleagues in other institutions in the U.S. and around the globe.

Innovation and Risk. The University Libraries identifies and anticipates user needs and responds with appropriate resources and services. In reviewing needs, the University Libraries will take appropriate risks to provide the best responses.

The Libraries to the Global Community

With Other Libraries

Context:

The University Libraries is committed to working with appropriate constituencies throughout the state and nation to help them with their information needs. In turn, we seek help from them to increase our resources for mutual benefit through involvement in state, national and public information policy issues.

Strategies:

- Support and implement priorities developed by the Information Alliance
- Meet regularly with Information Alliance counterparts to assess progress and adjust goals and strategies
- Explore new alliance opportunities with Vanderbilt
- Provide access to records of holdings of the collections in the Law Library, Preston Medical Library, MTAS Information Center, and all other UT System libraries in the new OLIS catalog
- Strengthen collaborative relationships with Oak Ridge National Laboratory, Tennessee Valley Authority, Knox County Public Library and the Tennessee Board of Regents institutions and work with other university, college, public, school, corporate, and state librarians and libraries in the state and region
- Continue to provide leadership to establish a statewide library resource sharing network, both for traditional and electronic library services (Tenn-Share)
- Create opportunities for students enrolled in off-campus education programs across the state to receive equitable library service from a library most convenient to them irrespective of the institution in which they are enrolled
- Establish mutually beneficial relationships with corporations and other for-profit institutions
- Evaluate Research Libraries Group membership
- Participate vigorously in the activities of the Association of Research Libraries, the Center for Research Libraries, the Research Libraries Group, the Coalition for Networked Information, the Southeastern Library Network, and other organizations in which we hold membership
- Participate in University of Tennessee/Tennessee Board of Regents (TBR) Goals 2000 Project
- Participate in Southeastern Library Network, Inc. (SOLINET) projects
- Participate in Tennessee Information Infrastructure (TNII)—Library Applications Group

With Other University Programs

Context:

Partnerships with a broad number of University programs are vital to the fulfillment of the mission of the University Libraries. Examples of ties needing strengthening include the School of Information Sciences, the Division of Information Infrastructure, the Division of Continuing Education, the McClung Museum, the Center for Telecommunications and Video, the UT Press, and UT Office of Academic and Research Services.

Strategies:

- Participate in School of Information Sciences recruiting efforts
- Create opportunities for the staff of these various units to receive advanced continuing education opportunities from each other
- Develop and strengthen partnership with other academic enterprises of the University

With The Community

Context:

The University Libraries supports the initiatives of the University by supporting programs in the local community, thereby enhancing educational opportunities and economic development.

Strategies:

- Support the K-12 initiatives of the University
- Make presentations to community groups regarding information resources available through the Libraries' program
- Seek ways to strengthen the high school instruction program

With Resources

Context:

The Libraries is committed to supplying the fullest range and highest levels of support possible. This goal can be realized only with increases in additional sources of funds.

Strategies:

Identify additional sources of funding

- From the State, through more effective emphasis on the importance of the University Libraries to the University's mission and its role in the enhancement of the University's and State's reputation
- From the University, through increased allocation of its funds
- Through partnerships and cooperative arrangements with colleges, departments, and other academic and non-academic units at UTK
- By participating vigorously in the 21st Century Campaign
- By completing a five-year strategic and financial plan for the Libraries
- By direct contact with potential donors
- By following leads provided by the Campaign Cabinet, Library Friends, and others
- By creating new opportunities to identify and target new prospects through events, publications, publicity and other sources
- By exploring alternate revenue sources
- Through grant and contracting organizations
- By partnerships with organizations in the private sector
- By intensifying public relations efforts

Resource Sharing Services

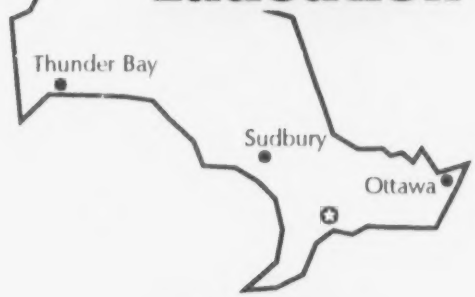
Interlibrary loans are available for material which the Library does not own. Because of limited loan periods allowed by most libraries, we cannot guarantee that books will be available in time for your use. However, photocopies of articles up to 30 pages can be supplied at an average charge of $5.00. Additional charges may apply.

The Ontario Institute for Studies in Education
of the University of Toronto
252 Bloor Street West
Toronto, Ontario M5S 1V6

Education Commons

Information Resources and Services

Distance Education



Library Services

OISE UT

September, 1997

UNIVERSITY OF TORONTO

Who is eligible

- OISE/UT students who live ***outside*** an 80 kilometre radius of the Institute (whether they are taking Distance Education/Off Campus courses or not); Field Centre faculty and support staff across Ontario.
- Students who live within the 80 kilometre radius are ***not*** eligible for these services even if they are taking Distance Education courses.
- Students who live near libraries of other universities are encouraged to make use of their services as much as possible.

Who to Contact

OISE/UT distance learning students have access to all the OISE/UT Library circulating collections. Your contact librarian for library resources and information is Patricia Serafini, Co-ordinator of Off-Campus Library Services.

She can be reached at –

- (416) 926-4730, a 24-hour telephone answering service,
- fax (416) 926-4745,
- or by e-mail – pserafini@oise.utoronto.ca

Borrowing Library Materials

Books, when available, are sent to you within two working days. More time is required to obtain books from other UT campus libraries. The loan period is one month and renewals may be made by fax, telephone or e-mail. The loan period for audiovisual material is two weeks.

Photocopies of journal articles, chapters of books, etc., are supplied at a cost of 15 cents per page and sent to you within two working days. Copyright restrictions may apply, in which case the Library will advise you immediately.

In order to speed delivery, we send all materials by courier. Please supply an appropriate address for weekday delivery, e.g., a school or office.

If you visit Toronto and wish to borrow material please contact the Co-ordinator of Off-Campus Library Services in advance. If you are a student at OISE/UT but not registered in a course, please enquire about continuing your library privileges.

We make every effort to fill your requests for library material within two working days. However, materials and/or services may not be available in time. Plan ahead and allow time for delivery.

Computerized Literature Searches

A computerized literature search is a fast and comprehensive way of retrieving literature on almost any topic. Many subject indexes in printed form are also searchable in database format. The OISE/UT Library has most of the CD-ROM databases which cover the social sciences, including education, psychology and sociology.

A computer search will provide you with a bibliography customized to your specific topic. Be prepared to discuss your search topic in detail when you contact Pat Serafini for a computer search. You will be advised of the appropriate database for your topic. Searches are usually conducted within two working days.

The results will include a full bibliographic citation (author, title, source, date), as well as a brief abstract or summary of the article (if available). When you have selected the items you think may be most useful, and if the items are available in the Library, they will be sent to you.

There is no cost for a computer search conducted on a database to which the OISE/UT Library subscribes. Please make an appointment if you wish to come to OISE/UT-Toronto to learn how to search the CD-ROM databases in the Library.

The Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

The Education Commons' Information Resources and Services supports the graduate courses, research and field development mandates of the Institute and houses a collection of over 700,000 items specializing in education with growing strength in related social sciences and humanities. Included are extensive reference materials and some 4,000 serial titles. There are complete microfiche holdings of the *ERIC* and *ONTERIS* documents.

The *ONTERIS Research and Reports* and *Curriculum* files are directed at researchers, administrators, and teachers, and are searchable through the automated catalogue.

The Library's collections are accessible through the University of Toronto's UTCat database to anyone outside the Institute who has a microcomputer/terminal and a modem. Some special collections are not listed in the online catalogue.

The Ontario Institute for Studies in Education
of the University of Toronto
252 Bloor Street West
Toronto, Ontario M5S 1V6

Education Commons

Information Resources and Services

Document Delivery Service

OISE UT

UNIVERSITY OF TORONTO

September, 1996

The OISE/UT Library's

Document Delivery Service

When do you need Document Delivery?

If . . .

- your time is at a premium
- you are a student who lives at a distance
- you are ill and must work at home
- you need an item sent to your workplace

What does Document Delivery include?

- items listed as available in the OISE/UT Library and listed in UTCat, the University's online information system
- microfiche documents
- single article photocopies from selected journals in the library's collection
- single copies of a chapter or up to 10% of a book in the library's collection

How does Document Delivery differ from Interlibrary Loan?

Document Delivery is a fee-based priority service for library patrons who cannot come to the Library in person to access material.

Interlibrary Loan is a library to library lending and borrowing service which does not involve priority of access, or guaranteed turn-around time.

Is there a cost for the Document Delivery Service?

Prices for the service are based on the following structure:

Photocopies		
Page count	1–30	$ 15.00
	31–60	20.00
Courier orders sent collect		

Microfiche Copies		
Per title	2 fiche	5.00
Each additional fiche		2.00
Service charge per request		10.00

Fiche to Paper Copies		
Per page		1.50

Facsimile Service		
Per page	local	1.00
	maximum	5.00
Per page	other	2.00
	maximum	20.00

The Library reserves the right to determine number of copies permitted under the copyright law.

Students registered for Off-Campus or Distance Education courses at OISE should contact the Library's Coordinator for Off-Campus Services for book loans.

Loans of books or other library materials will be made only to registered library borrowers. Borrowers cards are available to individuals for a fee.

How can one access the Document Delivery Service?

The OISE/UT Library Document Delivery Service may be requested:

- by telephone (416) 923-6641, ext. 2536
- by facsimile (416) 926-4745
- by e-mail: ddelivery@oise.utoronto.ca
- by mail:
  Document Delivery Services
  The OISE/UT Library
  The Ontario Institute for Studies in Education of the University of Toronto
  252 Bloor St. West
  Toronto, Ontario M5S 1V6

How can one order documents?

Please give complete details of the item/s you require, including (if appropriate):

- book materials
  author, title, and date of publication
- articles
  author, title, and page numbers
- journals
  title, date, volume, and issue numbers

When will my documents arrive?

The Library guarantees 48 hour turn-around time on available items if requested by noon on any day except Friday. Friday requests will be guaranteed for Tuesday delivery in the

UNIVERSITY OF TORONTO

IS THE LIBRARY IN YOUR PLANS?

Unexpected gifts are always appreciated, but a well planned gift can often be more effective, for the donor as well as the University.

Working with the University Library to plan your future gift will ensure that your intentions can be followed, and that your gift will make a lasting contribution to higher education in Canada. Library staff can also suggest how to structure a gift, or the best use for which it might be designated.

A gift planned for the future can be recognized today through the King's College Circle Donor Recognition Program. Simply contact the Library Development Office to confirm the nature of your planned gift, and your name can be added to the list of distinguished King's College Circle Donors.

For more information on gift planning, contact Gayle Garlock, Director, Development and Public Affairs 416-978-7655.

REMEMBER THE LIBRARY!

EXHIBITIONS

1997/98

All exhibition openings begin at 5:00 pm.

22 April – 15 August 1997
Tending the Young: From the T. G. H. Drake Collection on the History of Pædiatrics

10 September – 19 December 1997
'so precious a foundation'
The Library of Leander van Ess
Exhibition Opening: Tuesday 16 September

19 January – 21 March 1998
The British Experience in India
Exhibition Opening: Thursday 22 January

❒ Please send me the University of Toronto brochure *Ways Of Giving*

For further assistance
call Gayle Garlock
416-978-7655

Front panel
The Halcyon – an engraving of "The Great Brown Kings Fisher" from *The Voyage of Governor Phillip to Botany Bay*, London, 1789. Thomas Fisher Rare Book Library

June 1997

THE FRIENDS OF THE

THOMAS FISHER RARE BOOK LIBRARY

1997/98 SEASON

UNIVERSITY OF TORONTO

UNIVERSITY OF TORONTO

THE THOMAS FISHER RARE BOOK LIBRARY is the centre at the University of Toronto for rare books, manuscripts and special collections, including the University Archives. The Library has become the largest and most diverse cultural resource of its kind in Canada. The particular strengths of its collections include Canadian history and literature, English literature, Italian literature, European philosophy, and the history of science and medicine from the Renaissance to the twentieth century. These collections are well known throughout the academic world and are intensively used by scholars from Canada and abroad. The general public also is encouraged to make use of the Library's resources.

The generosity of private collectors and donors has been central to the growth of the Thomas Fisher Rare Book Library. Gifts of books, manuscripts and, of course, money are very important to the development of the Library. In 1984, a "Friends" organization was founded to bring together those who are committed to strengthening the Library's outstanding collections and dedicated to encouraging a greater awareness of the Library's resources. The support of Friends has made possible important acquisitions such as a first edition of Jane Austen's *Mansfield Park*, and the publication of exhibition catalogues including *Elegant Editions: Aspects of Victorian Book Design*.

We encourage you to become a member of the Friends and support the Thomas Fisher Rare Book Library. Benefits include invitations to lectures and special events; the Friends' newsletter, *The Halcyon*, and a University Library card. Evening lectures are designed to appeal to the interests of the Friends and to highlight the special collections of the Library. Members automatically receive the Friends' newsletter, *The Halcyon*, and catalogues of exhibitions displayed in the Fisher Library upon request.

Those members at the $100+ levels, who live or work in the Toronto area, are issued a library card which entitles them to use the Robarts Library and most of the other libraries on campus.

THE FRIENDS OF THE
THOMAS FISHER RARE BOOK LIBRARY

EVENTS FOR 1997/98

All lectures begin at 8:00 pm.

Tuesday 7 October 1997

"Book Collecting as a Critical Time Bomb." Professor J. R. de Jackson, Professor of English, Victoria University in the University of Toronto

Tuesday 4 November 1997

"W. B. Yeats: The Life of the Text or the History of Books?" Professor Warwick Gould, Centre for English Studies, University of London.

Wednesday 12 November 1997

"Hitler, the Mormons, and Jack the Ripper: How Human Nature Propels Bad Forgeries into Great Hoaxes." Kenneth Rendell, North America's leading manuscript dealer.

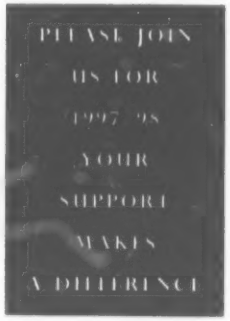
Tuesday 3 February 1998
The Gryphon Lecture on the History of the Book

"Type for Books and Books for Type: Mechanical Typesetting and Fine Books Between the Wars." Sebastian Carter of the Rampant Lions Press is the author of *Twentieth Century Type Designers.*

Thursday 5 March 1998

"*The Side Door* Revisited: Dora Hood and Canadian Book Collecting." Professor Adrienne Hood, Department of History, University of Toronto.

THE FRIENDS OF THE
THOMAS FISHER RARE BOOK LIBRARY



- ☐ **New member**
- ☐ **Renewal**

☐ Patron	$ 5000+
☐ Associate	$ 1000+
☐ Sponsor	$ 500+
☐ Supporting	$ 100+
☐ Individual	$ 50+
☐ Student/Staff (U of T only)	$ 25+

The Friends of the Thomas Fisher Rare Book Library support one of the nation's great rare book research collections. Along with the personal satisfaction gained from supporting the Fisher Library you will receive:

- *invitations to lectures and special events*
- *the Friends' newsletter,* The Halcyon
- *a University Library card for members at the $100+ levels*

Please make your cheque payable to:
University of Toronto
and send to:
Gayle Garlock, Director
Development and Public Affairs
University of Toronto Library
Toronto, Ontario M5S 1A5

Income tax receipts will be issued by the University of Toronto for amounts over the first $25.00. Please call Gayle Garlock (416-978-7655) if you have any questions.

Name _____

Address _____

_____

Telephone no. _____

(Please turn over)

A **RISE** search may be arranged by mail, telephone, or in person.

For further information contact:

Marian Press,
Coordinator

Research Information Service for Education
The R. W. B. Jackson Library
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario M5S 1V6

(416) 923-6641, Ext. 2257

84

97

98

Research Information Service for Education

Meeting the Information Needs of Educators

RISE

The R. W. B. JACKSON LIBRARY
The Ontario Institute for Studies in Education

UNIVERSITY OF TORONTO

Do you have a problem knowing where to turn for educational information?

Do you need materials to support a research project?

Is your school or board studying a new concept and looking for relevant resources?

Is your parent group examining an issue of concern?

RISE CAN HELP!

The Research Information Service for Education (**RISE**), operating within The R. W. B. Jackson Library, The Ontario Institute for Studies in Education, is an extended reference service designed to meet the needs of the educational community — teachers, school board personnel, college and university administrators and faculty, researchers, parents, etc. — on a fee basis.

The **RISE** service provides clients with an information package. Searches are carried out by librarians with expertise in the field of education and are based on the Jackson Library's extensive collection of books, journals, research reports, theses, curriculum resources, historical materials, and ERIC documents. Whenever appropriate, computer searches of relevant data bases are also included. When necessary, a **RISE** search can go beyond the printed page to probe the informal, human educational information network, making use of electronic facilities for worldwide networking.

The product of a **RISE** search is custom-tailored to each client's specifications. Typically, it consists of an annotated bibliography and photocopies of relevant items, as well as directions for obtaining books and other materials not suitable for copying.

The cost of a **RISE** search depends on the time and technologies required to meet individual needs. The rate is $50.00 an hour for professional time, plus additional charges related to computer searches and photocopying.

FIRST STOP FOR LIBRARY SERVICES 978-8450

Anyone may call to:

- Find out if the libraries have an item.

Borrowers may call to:

- Find out what fines you owe.
- Renew a loan, or use Touch Tone Renewal 971-2400.
- Have a book held for you (Robarts only).
- Get help for dialing-in to UTLink.
- Get information about the Library.
- Be referred to other Library and Information Commons services.

First Stop telephone lines open:

Mon. - Thurs.	9:00 a.m. - 9:00 p.m.
Fri., Sat.	9:00 a.m. - 5:00 p.m.
Sunday	1:00 p.m. - 5:00 p.m.

Service hours are shorter during summer and holidays

BE A RESPONSIBLE USER PLEASE!

- Enjoy our facilities.
- Handle our collections with care.
- Respect other library users.
- Return books promptly to the library from which they were borrowed.
- Check Library Conduct Regulations posted near all Information Desks.

Be Aware.

Please do not leave your personal belongings unattended. Report any suspicious person(s) or incidents to library staff, or call the campus police at 978-2323.

SERVICES FROM THE LIBRARY FOR THE PUBLIC:

Research Rooms and Associates Memberships

University of Toronto Library

July 1997

RESEARCH READER MEMBERSHIP

Borrowing Privileges

- Up to 100 loans at a time
- 14 day loan period
- Two renewals, 14 days each

Note: Some campus libraries have different borrowing privileges. Please check with each individual library.

Other Privileges

- You may enter the closed book stacks on floors 9-13 of the Robarts Library to select material from the main collection for yourself.
- Place a "Reserve" on a book being used by another user by phone or in person. You will be called when the item is returned.
- Remote access, via the Internet, to **UTCat** (the online catalogue). Users must subscribe to Internet service with a commercial or other provider.

Cost:

Annual:	*$100.00*
6 months:	*$70.00*
3 months:	*$40.00*
Seniors:	*$35.00*

Additional Services for Research Readers

Interlibrary Loan
If the U of T does not have the material you need, ask staff in the Interlibrary Loan Offices in either Gerstein Science Information Centre or Robarts Library to obtain the item, or a copy, from another institution. You must have borrowing privileges to use the Interlibrary Loan service.

Cost: *$20.00 per request*

On-line Databases Available by Modem
Using the Internet to connect to the University of Toronto Library, you may purchase access to:

MEDLINE **Cost:** *$1,000.00 per year*
LC MARC **Cost:** *$1,200.00 per year*

For more information about library services, for application forms and registration, please contact:
Reader Registration, John P. Robarts Library, 1st floor, 130 St. George Street

Telephone: (416) 978-7694

Hours: Monday - Saturday: 9:00 am - 5:00 pm

BEST COPY AVAILABLE

ASSOCIATE MEMBERSHIP FOR CORPORATIONS OR ORGANIZATIONS

Borrowing Privileges

- Up to 5 cards issued in member's name
- Up to 100 loans at one time
- 14 day loan period
- Two renewals, 14 days each

Note: Some campus libraries have different borrowing privileges. Please check with each individual library.

Cost: *Annual $800.00*
($600.00 for non-profit organizations)

Additional Privileges

1. **Additional Cards Available**

   $100.00 per card

2. **Interlibrary Loan**

   UTL obtains loans or copies from other institutions.

   $20.00 per request

3. **Document Delivery**

   A member may request University of Toronto Library material by telephone, mail, electronic mail, fax or courier.

   a) We will search our collections, retrieve and make items ready for **pick-up:**

   Loans or photocopies $5.00 per item

   b) We will search, retrieve and forward by:

   Mail:
   Monograph, journal
   $5.00 per item + $5.00 (mailing charge)

   Photocopies:
   $5.00 per item + $5.00 (mailing charge)

   Fax:
   $1.00 per page (minimum $5.00)

   Courier:
   "COD"/HPI/arranged by member

4. **On-line Databases Available by Modem**

   See under "Research Reader Membership".

BORROWING PRIVILEGES FOR THOSE IN OTHER UNIVERSITY COMMUNITIES

Graduate Students from Ontario and Quebec

Graduate students from Ontario and Quebec universities are entitled to direct borrowing privileges at no charge. They may apply for a library card by presenting current and valid identification from their home university at either Robarts or the Gerstein Science Information Centre.

Graduate Students from outside Ontario and Quebec

Graduate students from outside Ontario and Quebec may apply for Research Reader borrowing privileges.

Visiting Faculty Members

Faculty members not appointed to this university may apply for a complimentary Visitor's Card which will allow them to enter the Robarts Library stacks for up to three months. Those staying longer than three months may apply for research readers' privileges. Up-to-date home university identification will be required.

Undergraduates and high school students

Undergraduates at other post-secondary institutions and high school students are not eligible to become borrowers.

BEST COPY AVAILABLE

USE OUR COLLECTIONS AND MANY SERVICES

UNIVERSITY OF TORONTO LIBRARY

Is the largest library in Canada. The Library has more than eight million books, periodicals, maps and government publications. Anyone may come to use these materials in the library and ask for help from our highly trained staff.

NON-PRINT COLLECTIONS

There are many collections of non-print materials such as films, video-cassettes, audio tapes, and microforms.

ELECTRONIC RESOURCES

UTCat is the online catalogue of the University of Toronto Library. It is augmented by an extensive array of other online data bases and periodical indexes on UTLink, the library's information system and internet connection. The library also has CD ROM workstations and wide ranging data files in the Data Library.

USER SERVICES

You may use our photocopiers, reader-printers and most of the reading rooms.

Reference and Information Desk Staff will assist you with the catalogue and other electronic resources.

LIBRARY SERVICES FOR PERSONS WITH DISABILITIES

Information is available at:
Microtext Reading Room
Robarts Library, 3rd floor
978-5355

UNIVERSITY OF TORONTO LIBRARY ON THE ST. GEORGE CAMPUS INCLUDES THE FOLLOWING:

- Audio Visual Library
- Cheng Yu Tung East Asian Library
- Data, Map and Government Information Services
- Engineering Library
- Gerstein Science Information Centre in the Sigmund Samuel Library Building
- Noranda Earth Sciences Library
- OISE/UT Library *for Education*
- Petro Jacyk Central and East European Resource Centre
- R.O. Hurst Library *for Pharmacy*
- Robarts Library *for the Humanities and Social Sciences*
- Thomas Fisher Rare Book Library
- University Archives

Anyone may visit the open collections in the libraries listed above.

Materials from closed collections of the Audio Visual Library, Fisher Rare Book Library, and the University Archives may be retrieved for both borrowers and non-borrowers. *Please note: anyone may use materials and services in the Audiovisual Library, but only U of T students, faculty and staff who hold valid U of T library cards may borrow materials.*

Only registered borrowers and alumni with U of T ID may enter the Robarts stacks where the main collection is shelved. Those who are not registered may request materials at the first floor Loan Services Desk and use them in the public reading rooms. Materials will be retrieved at set times each day.

THERE ARE OVER 40 LIBRARIES.
CONSULT THE LIBRARY DIRECTORY AT ANY REFERENCE DESK.

BEST COPY AVAILABLE

ST STOP FOR LIBRARY SERVICES 978-8450

Anyone may call to:

- Find out if the libraries have an item.

Borrowers may call to:

- Find out what fines you owe.
- Renew a loan, or use Touch Tone Renewal 971-2400.
- Have a book held for you (Robarts only).
- Get help for dialing-in to UTLink.
- Get information about the Library.
- Be referred to other Library and Information Commons services.

First Stop telephone lines open:

Mon. - Thurs.	9:00 a.m. - 9:00 p.m.
Fri., Sat.	9:00 a.m. - 5:00 p.m.
Sunday	1:00 p.m. - 5:00 p.m.

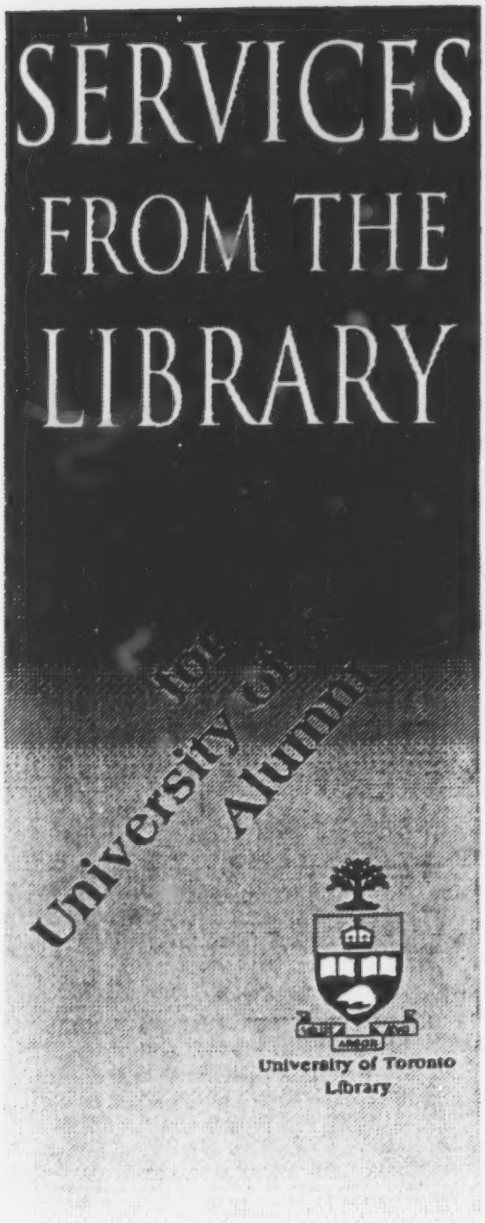
Service hours are shorter during summer and holidays

BE A RESPONSIBLE USER PLEASE!

- Enjoy our facilities.
- Handle our collections with care.
- Respect other library users.
- Return books promptly to the library from which they were borrowed.
- Check Library Conduct Regulations posted near all Information Desks.

Be Aware.

Please do not leave your personal belongings unattended. Report any suspicious person(s) or incidents to library staff, or call the campus police at 978-2323.



July 1997

BEST COPY AVAILABLE

BECOME A BORROWER

BORROWING PRIVILEGES:

Alumni Reader (AL)

- Up to 25 loans at a time
- 14 day loan period
- No renewals

Cost: *$40.00 annually*

Research Readers (AR)

- Up to 100 loans at a time
- 14 day loan period
- Two renewals, 14 days each

Cost:
Annual $80.00
6 months $50.00
3 months $35.00
Senior Alumni: $25.00 annually

Besides being able to borrow you will get the following privileges:

- Access to the closed Robarts Library shelves on floors 9 –13 (called "stack access")
- Right to "Place a Reserve" (by phone or in person) on an item being used by someone, so that you are placed in a queue for it.
- Remote access, via the Internet, to **UTCat** (the online catalogue).
- Ability to retrieve your own material. Sorry, you may not request retrievals by telephone.

ADDITIONAL SERVICES

Interlibrary Loan
If the U of T does not have the material you need, ask staff in the Interlibrary Loan Offices in either Gerstein Science Information Centre or Robarts Library to obtain the item, or a copy, from another institution. You must have borrowing privileges to use the Interlibrary Loan service.

Cost: *$20.00 per request*

On-line Databases Available by Modem
Use UTORdial's high speed connection or other Internet Service, or dial directly to get:

MEDLINE **Cost:** *$1,000.00 per year*
LC MARC **Cost:** *$1,200.00 per year*

Alumni who are faculty members and graduate students from Ontario and Quebec universities are entitled to direct borrowing privileges under the Inter-University Borrowing Programme. They may apply for a library card by presenting a valid faculty, staff, or graduate student identification from their home university at either Robarts Library, the Gerstein Science Information Centre, or the OISE/UT Library.

BROWSING PRIVILEGES

Alumni Card. Do you just want "stack access" in Robarts Library, and ID for various discounts on campus? Get your Alumni Card at the Reader Registration Desk or purchase it at the Athletic Centre, Hart House or the Department of Alumni and Development.

Cost: *$5.00 per year.*

For more information about library services, for application forms and registration, please contact:
Reader Registration
John P. Robarts Library, 1st floor,
130 St. George Street

Telephone: (416) 978-7694

Hours: Monday - Saturday
9:00 am - 5:00 pm

BEST COPY AVAILABLE

ALUMNI INTERNET SERVICES

UTORMAIL FOR E-MAIL

Send and receive electronic mail with UTORMail. You may keep your affiliation with the U of T by setting up an e-mail address: *your name@utoronto.ca*

UTORDIAL FOR REMOTE ACCESS

You may access Internet and your email address at your home or office through UTORDial.

INTERNET SERVICES FOR ALUMNI

All alumni are eligible for the following internet services:

1. Those without borrowing privileges

- UTORDial - remote Internet access via high speed modem (14.4 or higher) First twenty hours free. Tokens for additional connect hours cost $1.00 per hour and are sold in 20 hour blocks.
- UTORMail - e-mail service
- U of T Alumni Card - valid for one year.
- *Let's Stay Connected kit* - ECS Mail (e-mail software) plus instructions for installation and using Internet software.

Purchase your kit at the Reader Registration Desk, Robarts Library, 1st floor.

Cost: *$25.00*

2. Those with borrowing privileges

- Buy the *Let's Stay Connected kit*. See section #1.
- Create your UTORDial and/or UTORMail account at any library terminal. First 20 hours of UTORDial is free. Tokens for additional connect hours cost $1.00 per hour are sold in 20 hour blocks.

3. Those who had UTORMail and/or UTORDiaL accounts as students

These services will continue without interruption and you can continue to use your library and student identification numbers.

- Buy the *Let's Stay Connected kit* to assist you in switching over to your own Internet access software. See section #1.
- Tokens for additional connect hours which cost $1.00 per hour are sold in twenty hour blocks.

Software and hardware needed by UTORDial users

- Web browser and modem dialer software
- Netscape Personal Edition version 3.01 is recommended and is available at the U of T Computer Store and other software stores. *Let's Stay Connected kit* is based on this version.
- at least a 486 pc with 8 mg of RAM and about 10 MB of free disk space.
- Windows 3.1, 3.11

USE OUR COLLECTIONS AND MANY SERV

UNIVERSITY OF TORONTO LIBRARY

is the largest library in Canada. The Library has more than eight million books, periodicals, maps and government publications. Anyone may come to use these materials in the library and ask for help from our highly trained staff.

NON-PRINT COLLECTIONS

There are many collections of non-print materials such as films, video-cassettes, audio tapes, and microforms.

ELECTRONIC RESOURCES

UTCat is the online catalogue of the University of Toronto Library. It is augmented by an extensive array of other online data bases and periodical indexes on UTLink, the library's information system and internet connection. The library also has CD ROM workstations and wide ranging data files in the Data Library.

USER SERVICES

You may use our photocopiers, reader-printers and most of the reading rooms.

Reference and Information Desk Staff will assist you with the catalogue and other electronic resources.

LIBRARY SERVICES FOR PERSONS WITH DISABILITIES

Information is available at:
Microtext Reading Room
Robarts Library, 3rd floor
978-5355

UNIVERSITY OF TORONTO LIBRARY ON THE ST. GEORGE CAMPUS INCLUDES THE FOLLOWING:

- Audio Visual Library
- Cheng Yu Tung East Asian Library
- Data, Map and Government Information Services
- Engineering Library
- Gerstein Science Information Centre in the Sigmund Samuel Library Building
- Noranda Earth Sciences Library
- OISE/UT Library *for Education*
- Petro Jacyk Central and East European Resource Centre
- R.O. Hurst Library *for Pharmacy*
- Robarts Library *for the Humanities and Social Sciences*
- Thomas Fisher Rare Book Library
- University Archives

Anyone may visit the open collections in the libraries listed above.

Materials from closed collections of the Audio Visual Library, Fisher Rare Book Library, and the University Archives may be retrieved for both borrowers and non-borrowers. *Please note: anyone may use materials and services in the Audiovisual Library, but only U of T students, faculty and staff who hold valid U of T library cards may borrow materials.*

Only registered borrowers and alumni with U of T ID may enter the Robarts stacks where the main collection is shelved. Those who are not registered may request materials at the first floor Loan Services Desk and use them in the public reading rooms. Materials will be retrieved at set times each day.

THERE ARE OVER 40 LIBRARIES.
CONSULT THE LIBRARY DIRECTORY AT ANY REFERENCE DESK.

BEST COPY AVAILABLE

University of Michigan Digital Library Program Outreach Activities

The University of Michigan's Digital Library Program is a collaborative, campuswide program focused on the networked information environment. The program's umbrella strategy incorporates both an institutional framework for all digital information which is managed through a Library-supported registry database of digital information resources on campus as well as projects to manage and deliver both locally created or acquired digital collections.

The Digital Library Program now includes a rich array of resources ranging from some 2000 journals to 20,000 SGML-encoded humanities texts to over 10,000 visual image resources. A variety of reference resources are also provided to the campus. While each of these resources carries with it different conditions of use and license restrictions which limit how the Library might utilize them for off campus audiences, three types of outreach activities have emerged. These are noted below.

- Creation of Freely Available Digital Collections

A number of the Digital Library Program projects are creating digital resources, typically through conversion of University collections. For example, an NEH project is converting unique papyri held in the UM Library. The American Verse Project is creating SGML-encoded editions of American poets' works. The Making of America Project has scanned and OCR'd some 3000 19th century resources dealing with American social history.

- Host Services for Digital Collections

The UM Digital Library (UMDL) has also developed programs of host services for commercial digital content. In these programs, the UMDL hosts commercial resources which have been licensed and delivers them to users at other institutions (these institutions have also licensed the resources). For example, the SGML Server Program provides humanities texts to a dozen or more institutions. The PEAK Project (Pricing Electronic Access to Knowledge) is hosting all 1100 Elsevier Science journals for other institutions in addition to conducting a research project to study electronic journal pricing. The UMDL also recently collaborated to convert and host the Human Relations Area Files.

- Digital Library Production Services (DLPS)

A production organization has been created to support the creation and management of digital content on campus, but these capabilities have also been shared with other institutions as well. For example, the SGML Server program has shared middleware to assist other institutions in making digital collections available and has also offered courses to participating institutions

on text mark-up and conversion. Conversion and other support capabilities have also been shared with scholarly societies and other not-for profit groups.

In addition to the overt activities of outreach noted above, the digital resources created have provided a foundation upon which other outreach activities of campus and Library programs can occur. For example, the campus Academic Outreach Program has used UMDL resources in programs to support alumni or distance learning programs. The Library, too, has been able to collaborate with other institutions in program development that relies on the digital collections of the University of Michigan.

BEST COPY AVAILABLE

The Michigan Electronic Library

The Michigan Electronic Library (MEL) is an online information system that provides residents of Michigan with no-charge access to a basic set of electronic resources over the Internet. MEL's 'virtual library' is selected and evaluated by librarians and is designed to be a comprehensive electronic information tool for the state's libraries, schools and citizens.

MEL's Sponsors and Goals
MEL is a collaborative effort by the Michigan library community as a part of its commitment to the importance of basic information access for all citizens of the state. Since 1992, the University of Michigan through its MLink program has been providing an electronic library of resources. In 1995 MLink joined with the Library of Michigan and Merit, Inc. to merge these resources with the Library of Michigan's Internet access program to serve all Michigan libraries and residents via the MichNet dial-in network. The resulting MEL project has three primary goals:

To provide a library of electronic information resources, selected by librarians, with a focus on local, state and federal government information;

To provide no-charge access via existing telecommunications networks to as many of the state's libraries and residents as resources will allow;

To provide a backbone of electronic information resources which will allow Michigan's libraries to focus on developing, and contributing, local electronic community information resources.

Content
There are currently over 7,000 resources available on MEL in 13 major subject areas including:

Business, Economics & Labor
Children & Young Adults
Education
Government, Politics & Law
Health Information Resources
Humanities
The Internet, Computers & Technology
Libraries & Information Science
Michigan
News, Media & Periodicals
Reference Desk
Science & the Environment
Social Issues & Social Services

In 1992, the MLink Program at the University of Michigan Library created GoMLink which was the first virtual library on the Internet. GoMLink organized Internet sites by subject and provided free access through Michnet. MEL's main menu and the original menu for GoMLink remain amazingly similar. GoMLink is still recognized as the model and inspiration for many statewide and national information dissemination systems throughout the US and the world.

As GoMLink grew and the amount of information available via the World Wide Web exploded, the task of selecting resources for inclusion became too formidable for one person to handle. MEL is now a World Wide Web Site with 12 selectors who live and work throughout Michigan and Illinois, choosing those

Internet sites that will serve Michigan's librarians and citizens best. Each selector adds approximately 100 sites per month to their collection in MEL. MEL's server handles over 12,000 requests per day.

Access

An integral part of the Michigan Electronic Library project is access. The Library of Michigan provides not only funding for the collection, but funding that assures nearly every citizen in the state dial-up access to MEL via Merit's Michnet network. Merit houses and maintains the systems for MEL as well as providing Internet connectivity for the project. MEL is guided by an Advisory Council made up of a cross-section of Michigan's various library and information communities.

Future directions for MEL include adding a more sophisticated search engine that will allow for searching of any site on the Internet that is included in MEL and "on the fly" translation of documents in various word processing formats. MEL is also exploring the addition of site-licensed information such as bibliographic databases and full-text document collections and working more closely with Michigan communities wishing to bring their local information online.

To Use the MEL Guest Account via MichNet

You will need to have access to a modem, computer and telephone line. Dial-in users can connect to a network access server (NAS) by using Point-to-Point Protocol (PPP), Compressed Serial Line Internet Protocol (C-SLIP), or a terminal emulation program such as PROCOMM PLUS, Kermit, or VersaTerm. Terminal emulation users should set their communication settings to:

8 data bits, no parity, 1 stop bit,
Flow Control:
CTS/RTS On
XON/XOFF Off

Have your modem dial a local MichNet number. [If you do not know your local MichNet number, have your modem dial (313) 213-3720 at 28,800 baud or (313) 998-1300 at 14,400. Follow the instructions below and from the MEL homepage choose the link to Merit, then to MichNet.]

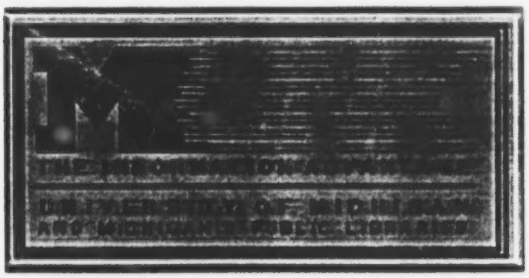
You will be asked the address of the service you wish to connect to. Type:
`mel.lib.mi.us [return]`
You will be required to authenticate. Type:
`guest@mel.lib.mi.us [return]`
When prompted for a password type:
`guest [return]`
Make sure you use all lowercase letters

This method of access will allow the user to view the text only of MEL resources and only allows access to MEL and no other sites on the Internet not included in MEL.

To Access MEL Directly

Point to Point Protocol users and those with direct Internet access can use the address:
http://mel.lib.mi.us/

Sue Davidsen
Manager of Collections and Systems
The Michigan Electronic Library
MLink, the University of Michigan
10/17/96



YOUR CONNECTION TO A WHOLE WORLD OF INFORMATION

A community information partnership between **Michigan's public libraries** and the **University of Michigan Library** - one of the largest research centers in the world.

WHAT IS *MLINK*?

Under an exciting program initially funded by a W. K. Kellogg Foundation grant, The University of Michigan and Michigan's public libraries have forged a vital connection between the state's communities and the University Library's expansive collection of human, material, and electronic resources. MLINK channels its full-service, in-depth, and accurate research and resources directly into the state-wide community library system. This remarkably convenient system provides service to business owners, educators, government officials, and many others at local libraries that would be otherwise unable to respond to such in-depth research needs.

MLINK's quick and sophisticated delivery of complex information has noticeably diminished inequities among libraries and positively impacted the quality of life in many communities.

An outreach grant from the University Provost's Office and contributions from many of Michigan's public libraries enables MLINK to continue to provide this vital service. These funds are the foundation for the transition to a secure MLINK future.

GETTING CONNECTED

All Michigan public libraries are directly or indirectly connected to MLINK, providing access to the University Library for questions communicated via electronic mail, telefacsimile, the world wide web, or telephone. MLINK worked with Michigan's public library cooperatives and community libraries to establish a convenient access system to MLINK.

For those public libraries contributing funding to MLINK, direct and unlimited no-cost access to MLINK will continue for some time.

Since MLINK must find additional means to partially cover expenditures, cost recovery and transaction charges for other users of MLINK research services are now imposed. Beginning July 1, 1997 a quiry transaction fee will also be instituted.

COMMUNITY INFORMATION SUPPORT

MLINK is not intended to supplant inter-library loan or back-up reference programs, but rather provides supplemental resources to assist libraries in meeting the needs of their communites.

MLINK's professional research staff will respond quickly and directly, often speaking with local librarians for further consultation and clarification.

MLINK
THE INFORMATION ADVANTAGE
A WORLD OF INFORMATION FOR MICHIGAN'S COMMUNITIES

VAST RESEARCH RESOURCES

The University Library system–a network of 20 libraries encompassing dozens of specialties–and the MLINK reference

librarians are able to provide timely responses of great depth and breadth. MLINK also searches far beyond the university, using the vast resources of the Internet and other electronic information systems.

THE ELECTRONIC LIBRARY

MLINK is also a national leader in organizing and disseminating electronic information. MLINK, in partnership with the Library of Michigan, the state's libraries, and Merit, Inc., has developed and manages the *Michigan Electronic Library* (MEL) which organizes and provides access to thousands of electronic files from around the world in an easy-to-use format. The Michigan Electronic Library emphasizes Michigan-based information of greatest value to Michigan librarians and citizens. The Michigan Electronic Library's world wide web URL address is *http://mel.lib.mi.us/* .

ELECTRONIC COMMUNICATIONS

On *Michlib-l*, an electronic discussion list established by MLINK, librarians are able to hold discussions on issues relating to Michigan libraries, work collaboratively on projects, and provide more comprehensive services to all library users.

MLINK'S DYNAMIC IMPACT

MLINK enables public libraries to promote their invaluable roles as unique sources of comprehensive community information. According to one Michigan librarian, her small library is "now considered a community information resource: not just a place for best-sellers and homework assignments."

QUESTIONS ANSWERED

Just how wide a range of interests is covered by MLINK? Try these:

- How does the existence of power lines affect animals–and humans?
- What is the ratio of sales per square feet in women's clothing stores?
- What information is available concerning municipally owned and installed fiber-optic networks?
- Has bentonite slurry been used as an underwater sealant–and if so, with what kind of results?

PUBLIC RESPONSE

One small business owner says that "with MLINK we now see [the local library] as a much more useful resource from a business standpoint." A rural community leader explains that her small public library now seems more "community-oriented, not just a place to read ...., especially for [such] a remote area ...."

March 31, 1997

For More Information:

Richard J. Hathaway, MLINK Director
rhat@umich.edu
MLINK, University of Michigan Library
117A Hatcher North
University of Michigan
Ann Arbor, MI 48109-1205

voice: 313-764-4000; fax: 313-764-3916
e-mail: mlink@umich.edu

APPENDIX B
The Ohio State University
OUTREACH ACTIVITIES FOR 1996-97

COLLEGE: University Libraries

Activity Name	Administrative Unit	External Population Served	# of Individuals/ Organizations Serve	Yes or No: Graduate Credit	Yes or No: Undergrad Credit	Yes or No: Other	Yes or No: College Funded	Yes or No: Self-Supporting	Yes or No: Combination Funded	Measures
On-site use of materials and services	All libraries	Anyone who comes	67,000 (est.)	N/A	N/A	N/A	Yes			
Courtesy borrowing	All libraries	OSU President's Club and Alumni constituents; Friends of the Libraries, members (including corporate member staff); CIC faculty, and faculty of OCLC research library members	1,137*	N/A	N/A	N/A	Yes			
Resource sharing with Battelle and Chemical Abstracts	Science and Engineering, Health Sciences and Business Libraries	Researchers at those institutions	100 Researchers served (est.)	N/A	N/A	N/A	Yes			
CIC resource sharing	All libraries	Faculty and students at member institutions	4,418 Items loaned	N/A	N/A	N/A	Yes			
OhioLINK resource sharing	All libraries	Faculty and students at member institutions	49,485 Items loaned	N/A	N/A	N/A			Yes	
Reference service	All libraries	On-site users and by correspondence including business/ industry and international scholars	130,000 Queries answered (est.)	N/A	N/A	N/A	Yes			
Patent research	Information Services Department, Main Library	Central Ohio citizens	750 Users (est.)	N/A	N/A	N/A	Yes			
Public Industry Council student employees	All libraries	Columbus school children who gain work experience	10	N/A	N/A	N/A			Yes	

* This is number of valid courtesy cards outstanding. We cannot tell the number of loans made to courtesy card holders, but it is substantial.

The Libraries has no near-term plans for additional outreach activities.

To Participate

To participate a person must:

- obtain a TexShare Card at his/her home library
- present identification as required at the lending library
- observe the policies of the lending library
- return the materials in person or by first-class mail to the lending library
- pay assessed charges for lost materials, or materials returned late or damaged
- surrender the TexShare card if requested to TexShare library staff

For more information about specific policies of participating TexShare libraries, inquire at your home library.

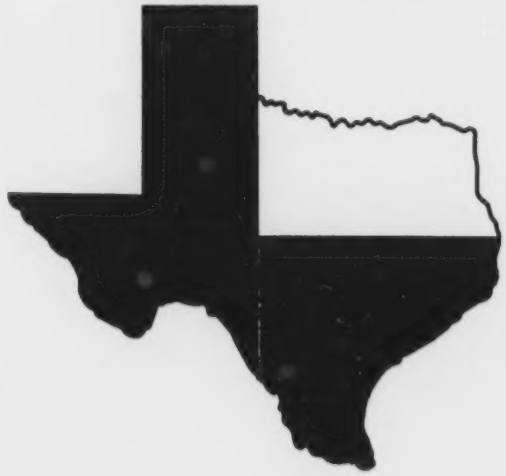
101

TexShare

A Texas Library Resource Sharing Program

TexShare

A Texas Library Resource Sharing Program



The Library Card Program

TEXAS TECH UNIVERSITY

Background

The 73rd Legislature trusteed $1 million to the Texas Higher Education Coordinating Board to implement the TexShare library resource sharing program at Texas public universities and health science centers.

Purpose

TexShare is a cooperative program designed to improve library service to students, faculty, and staff of Texas institutions of higher education. Cooperative development of collections and the efficient sharing of those collections is the focus of the program, which emphasizes electronic information resources as well as traditional collections of books and journals.

The TexShare Library Card Program

TexShare is providing leadership and support for the development and use of a statewide library card. TexShare libraries, adopting a common goal to promote and facilitate access to information, communication, and scholarly research among their university communities, extend free reciprocal borrowing privileges to each other's students, faculty, and staff.

This program allows students, faculty and staff of participating TexShare institutions to have direct, personal access to library materials that are not available at the home institution. The TexShare Library Card Program is initially limited to state-supported university libraries, but it is intended to evolve into a system including community college, public, and school libraries as well.

TexShare Libraries

Angelo State University Library
East Texas State University Libraries
- Commerce
- Texarkana

Houston Academy of Medicine
- Texas Medical Center Library

Lamar University Libraries
- Beaumont
- Orange
- Port Arthur

Midwestern State University Library
Prairie View A&M University Library
Sam Houston State University Library
Southwest Texas State University
Stephen F. Austin State University Library
Sul Ross State University Library
Tarleton State University Library
Texas A&M International University Library
Texas A&M University Libraries
- Evans Library
- Medical Sciences Library

Texas A&M University-
- Corpus Christi Library

Texas A&M University-
- Galveston Library

Texas A&M University-
- Kingsville Library

Texas Southern University Libraries
- Law Library
- University Library

Texas Tech University Libraries
- Health Sciences Center Libraries
- Law Library
- University Library

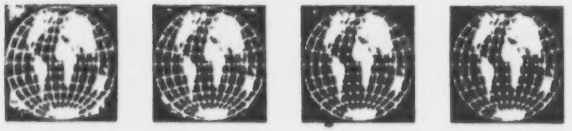
Texas Woman's University Library
University of Houston Libraries
- Anderson Library
- Law Library
- Clear Lake
- Downtown
- Victoria

University of North Texas Libraries
- Health Science Center Library-
  - Fort Worth
- University Library

University of Texas System Libraries
- Arlington
- Austin
  - General Libraries
  - Law Library
- Brownsville
- Dallas
- El Paso
- Health Science Center-Houston
  - Dental Library
  - Psychiatry Library
  - Public Health Library
- Health Science Center-San Antonio
- Health Science Center-Tyler
- M. D. Anderson Cancer Center
- Medical Branch-Galveston
- Pan American
- Permian Basin
- San Antonio
- Southwestern Medical Center
- Tyler

West Texas A&M University Library

Some of the libraries listed above may have elected not to participate in the TexShare Library Card Program. Please check with your home library to determine the status of any library vis-a-vis the Library Card Program.



Business trends...
Competitive analyses...
Scientific breakthroughs...
Patent information...
Technical research data...
Biographical data...
New medical techniques...

These days, every enterprise runs on information.

Whether an organization is large or small, whether the focus is business, industry, law, or science, information is the force that drives every activity.

Decisions require reliable information.

Competitive advantage is determined by timely information. Successful transactions depend on the accuracy and availability of information.

You need answers. Now. But where do you begin?

With so many data sources to choose from, and with changes taking place so quickly in every field, locating the information you need — quickly and dependably — can be an overwhelming task. Often, you may require assistance in the form of skilled information professionals with organized, ready access to a global flow of information; a perfect description of MITS (Michigan Information Transfer Source).

RATES

All requests are invoiced for payment in U.S. dollars. Deposit accounts are available. Discover, Visa, MasterCard, and American Express are accepted.

Michigan Information Transfer Source (MITS)
106 Hatcher Graduate Library
The University of Michigan
Ann Arbor, Michigan 48109-1205
313-763-5060
FAX: 313-763-6803

DOCUMENT DELIVERY

Fees based on turnaround time.

Service	Ready to Ship	Fee
Max Rush	Within 3 hours	$40.00
Same-Day Rush	Same day by 6 pm	$27.50
Next-Day Rush	By 5 pm next working day	$18.00
Standard Service	Within a week	$12.00

DATABASE SEARCHES

Per hour rate, 1/4 hour minimum. Fees include professional time only. Toll calls, computer fees, and shipping extra.

Service	Ready to Ship	Fee
Same-Day Rush	Same day by 6 pm	$120.00/hr.
Next-Day Rush	By 5 pm next working day	$ 90.00/hr.
Standard Service	Within a week	$ 60.00/hr.

NOTE: Computer fees range from $65-$300/hr. Phone ahead for an estimate. MITS will work within your financial limits.

TRANSLATIONS & SPECIAL RESEARCH PROJECTS

By quotation.

NOTES ON RATES

All same-day orders must be in the MITS office by 3:00 pm. All times Eastern time zone.

Discount Plan: For 25 or more requests filled during any calendar month, deduct $1.50 for each article or book requested. For 100 or more requests filled during any calendar month, deduct $3.50 for each article or book.

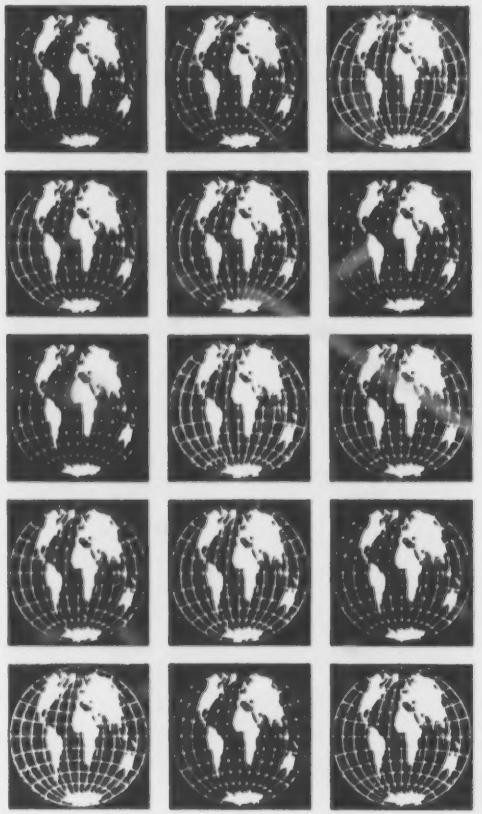
Deposit Accounts: Deposit accounts are available. All non-U.S. customers are required to establish a deposit account, prepay in U.S. dollars, or use a credit card.

Surcharges: Book loans $3 extra, plus UPS charges. Photocopies $.25 per page for documents over 10 pages. $15-$55 additional per item for all material retrieved from non-University of Michigan sources or for special materials (Master's theses, maps, etc.). Royalties are added where appropriate.

Fees include shipment by First Class mail. Other delivery options, such as Fax, Federal Express, UPS Next Day Air, etc., are available upon request. Additional shipment charges are passed on to the customer.

Revised: January 15, 1996

Note: All rates quoted are subject to change.



THE MICHIGAN INFORMATION TRANSFER SOURCE

For People Who Need to Know

MITS

UNIVERSITY OF MICHIGAN

BEST COPY AVAILABLE

MITS: Providing The Information You Need.

When you have questions, MITS has the answers.

MITS is the University of Michigan Library's research and document delivery service. As part of the University Library system, with the sixth largest research library in the nation, MITS has direct access to over 6.5 million volumes including:

- More than 100,000 periodicals
- Conference papers
- U.S. patents and technical documents
- Association and society publications
- Federal, state, U.N., and foreign government documents
- Over 3,000 annual and 10K corporate reports
- Company directories
- Governmental regulations and statutes
- Information on trade names and products

Wide-ranging Information

MITS can provide you with timely, accurate information relating to a wide variety of fields and subject areas, including:

Automotive and Manufacturing
Health Administration
Expert Witnesses
Medical Technology
Product Development
Management
Highway Safety
Market Research
Natural Resources
Scientific Research

Fast Information

We understand the need for rapid turnaround. In most cases, MITS will have the information ready to deliver to you in just two working days. For time-critical situations, MITS also offers Next-Day Rush, Same-Day Rush, and Max Rush services.

Confidential Information

All information requests are treated confidentially. The MITS staff never discusses your business with outsiders. We don't sell our client list to mail order firms, and we never use your name for advertising purposes without first obtaining your permission.

Complete Information

MITS can track down most types of information, from market research to sales figures to patents. In searching out the information you need, we have access to over 1,000 computerized databases and thousands of printed sources. When you request a literature search, we'll see that you receive a focused list of articles, reports, books, and other printed information, often with summaries on the subjects of your choice. We can also prepare a customized package of information for you.

When you need copies of articles, books, conference papers or other essential materials, we'll deliver them directly to your work place, quickly. In most cases, your requested materials will be in our collection. If the information is not owned by the University of Michigan Library, we can use our computer network to electronically order the document for you. At MITS, we can retrieve almost any publication that isn't proprietary or classified, and those we own can usually be sent within two working days.

Specialized Information

MITS can also carry out research for you in the library, compiling valuable information from rare books, historical documents, maps, and other important sources. As part of the University of Michigan Library system, MITS has convenient on-campus access to hundreds of special collections.

MITS also has a direct link to language specialists who can provide you with translations of foreign language documents or citations, for a very reasonable fee.

Updated Information

If you need to keep current on a subject area or a market, you can request that MITS automatically update you whenever new, pertinent material becomes available. That information can be sent to you by mail or FAX.

Finding the information you need is as easy as making one telephone call.

For more details about MITS services, or to place a request, call 313-763-5060. You can also contact the MITS staff at:

MITS
106 Hatcher Graduate Library
The University of Michigan
Ann Arbor, Michigan 48109-1205
FAX 313-763-6803
E-mail: MITS.Mail@umich.edu
http://www.lib.umich.edu/libhome/services/mits/index.html
OCLC (EYM)

(Not all holdings are in OCLC, please call if you want us to verify holdings.)

MITS

MITS: Making Information Available And Affordable

UNIVERSITY OF MICHIGAN

09/85 GUIDELINES FOR FEE-BASED LIBRARY SERVICES

Date of Last Review: 06/27/96

INTRODUCTION

The UNM General Library offers a wide variety of library services on a fee basis (costs subject to annual review and change). The Library will continue, where it can, to offer most of its services without charges. However, under certain circumstances and for specific reasons, certain fees will be charged. Fees collected will be retained by the UNMGL or the University of New Mexico Foundation, as appropriate.

I. Online Computer Searches

As outlined by the UNM General Library Policy for online searching, the Library will partially subsidize a variety of computer database searches for the faculty, staff, and students of the University. The cost for online searches for individuals not affiliated with the University will be based on full cost for the online search plus a $25.00 charge. The contact for this service is the Online Search Coordinator, Barbara Rosen, 277-0676, brosen@unm.edu.

II. Reference Services (research, manual literature searches, fact finding). In general, reference services are provided without charge. Under certain circumstances, however, specific references services MAY BE offered on a fee basis if:

1. The request is from a for-profit institution.

2. The request is from an out-of-state agency or institution.

3. The request is submitted by mail or by phone and the work could be accomplished by the requestor if the individual came to the Library for assistance.

4. The request will require more than 30 minutes to complete. The final determination of whether the request should be handled for a fee or not rests with the individual librarian who is responsible for processing the request. Reference services which are offered on a fee basis will be based on a rate of at least $25.00 per hour with a minimum charge of $25.00 for each request.

III. Audio/Video Taping Services

The Library will subsidize the cost of preparing copies of our audio-tapes (except for the actual cost of material used) for the faculty, staff, and students of the University. The cost for audio-video taping for out-of-state institutions and for for-profit agencies will be based on the full costs of materials used plus a $5.00 per hour preparation charge or a minimum of $10.00.

In all cases, the individual making the request will be responsible for obtaining all copyright permissions and all releases for the individual collector as required. The Library upholds the Copyright Law of the United States (Title 17, U.S. Code) and reserves the right to refuse to accept a copying order, if in its judgement, fulfilling the order would involve violation of the Copyright Law.

Payment for any of the above services, utilizing the John Donald Robb Archive of Southwestern Music, will be made to the University of New Mexico.

IV. Document Delivery Services

The Document Delivery Service (DDS) provides a fully integrated approach to document retrieval which combines the various functions of interlibrary loan, commercial document retrieval, and bibliographic verification. The University of New Mexico General Library (UNMGL) offers this service to researchers who are willing to pay for the delivery of a specific document. Patrons may request documents from the Document Delivery Service in person, or by phone, mail, courier, fax or email. Contact Randy Moorehead, DDS/ILL, 277-7135, for Document Delivery Service questions.

The Document Delivery Service provides all types of non-proprietary materials, including conference papers, journal articles, technical reports, US and foreign patents, government publications, standards, and mil-specs. Since June 1980 the Document Delivery Service has received more than 93,000 requests and has successfully filled 95% of them.

In order to satisfy the document needs of regional researchers, the Service utilizes the following resources:

- UNM's collection of over 1,600,000 volumes.
- An international computer listing of over 32,000,000 titles.

- The British Library's collection of journal articles and conference papers.

- The services of over sixty commercial vendors available via the Dialog online information retrieval system. These vendors include Chemical Abstracts, Engineering Societies library, AIAA Library, National Technical Information Service, ABI/INFORM, The Genuine Article, CARL, and the Information Store.

- DDS provides translation searching, research assistance, Current Awareness programs, computer literature searches, and selected copyright compliance (through the Copyright Clearance Center). DDS will also contact authors, professional societies, or national associations to secure copies of their publications.

SERVICE CHARGES

- Item supplied from UNM collections (first 20 pages copied): $7.50
- Rush request-48 hour turn-around (includes first 20 pages copied): $10.00 minimum
- Rush request-same day (includes up to 10 pages faxed): $20.00 minimum
- Item supplied from outside source: $10.00 plus all other costs
- Photocopying:

  $.15 per page

  $.50 per sheet (fiche)

  $.25 per page microfilm

- Fax transmission: $1.00 per page.
- Translation search: $35.00 minimum plus online charges.
- Computer literature search: $25.00 plus all other costs.
- Research assistance (reference): $35.00 per hour minimum.
- Table of contents service: $1.00 per issue.
- Current Awareness:

  $25.00 set up fee

  $50.00 per year plus all other costs

- Delivery: Priced according to distance and frequency.
- Copyright fees: As priced by CCC.

V. Workshops.

Workshops conducted by the departments of the UNMGL are generally offered at no charge. However, in certain cases, a workshop conducted for a company agency may be offered on a fee basis. Actual costs will be determined by the department conducting the workshop.

IV. Tutorial Services.

Tutorial services are provided free of charge on-site by the Center for Academic Program Support to students enrolled in undergraduate courses.

This policy was approved on 09/06/85, and administratively reviewed on 06/28/96.

Last Update:28 June 1996
Return to Dean's
Return to Policies

The General Library's first priority is to support and foster the research, teaching, and learning of UNM faculty, students, staff, and affiliated researchers.

The Library allocates resources and services primarily to meet the needs of the UNM community. You may be asked to show your UNM LOBOcard.

Non-affiliated researchers, including secondary and other post-secondary students, are expected to use the resources of their local libraries first, before coming to the Library.

Some borrowing privileges and services, such as community borrowers' cards, may be available for a fee to non-affiliated researchers.

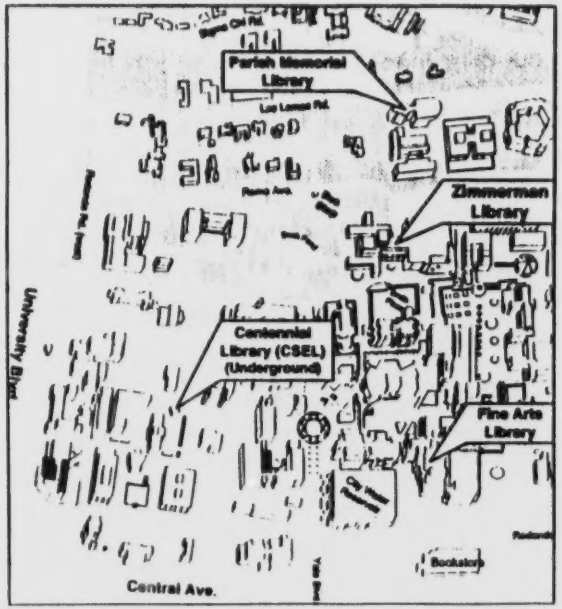
Important Phone Numbers

Basic Services

Circulation	277-5057
Renewals	277-6245
Reserve	277-4636

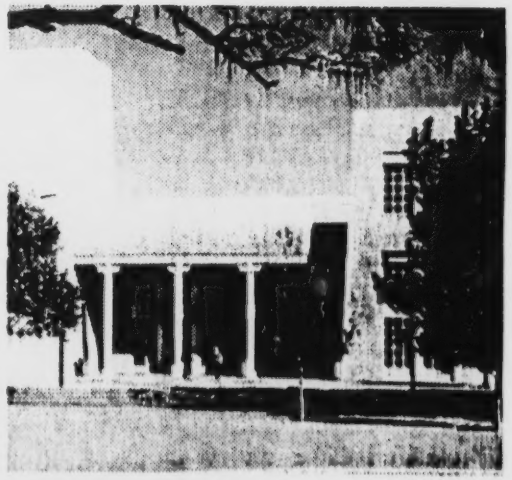
Full Services

Reference	277-5761
Government Information	277-5441
Center for SW Research	277-6451
Microforms	277-7150
CAPS	277-7208
Learning Support Services	277-8291
Tutoring Appointments	277-4560
Copy Center	277-2840
Interlibrary Loan	277-5617



Zimmerman Library

Service Policy



UNM General Library

Zimmerman Library
Social Sciences, Humanities, Education

Centennial
Science and Engineering Library

Fine Arts Library

Parish Memorial
Business and Economics Library

Rev 8/96

University of New Mexico

Basic Services
during all open hours

Zimmerman Library is open to all. Basic services ensure independent, unmediated use of the Library's open stacks.

For all researchers

- open stacks available for use and study
- self-service access to LIBROS, including printing and exporting
- access to CD-ROM databases and electronic information sources, including self-service printing, downloading, and exporting
- information and instruction handouts
- self-service photocopy and self-service printing from microforms
- services for patrons with disabilities

For Library Card Holders

Circulation services, such as checkout, renewals, holds, library cards, and overdue fines and lost book information.

Full Services
during specified hours

Full services provide staff assistance in the use and interpretation of collections, and access to more specialized facilities and equipment. Hours and services vary from department to department and are affected by the UNM calendar.

For all researchers

- brief information/reference assistance, in person, by phone, fax, email, or mail
- information/reference assistance for government depository materials
- assistance with printing, exporting, and downloading
- full service copy center
- extended reference assistance based upon staff availability
- assistance in searching LIBROS, CD-ROM, or electronic information sources
- retrieval from closed stacks

For UNM faculty, students, and staff

- group and individual instruction on research strategy and information retrieval
- tutoring in undergraduate courses
- support services for students with learning disabilities
- interlibrary loan
- selected database access

Note: Not all terminals and computers have printing, exporting, or downloading capabilities.

Fee-Based Services
access as resources permit

These services are fee or contract services. Fee-based services include:

- document retrieval and delivery
- fee-based electronic searching
- instruction to affiliated post-secondary institutions

24 Hour Services

- library hours 277-2003
- book returns available at north and south entrances

Remote access to LIBROS, UNM General Library's on-line catalog, is available 24 hours a day through the UNM Campus Data Communication Network (CDCN) by:

1. ASCII/Terminal modem access: (505) 277-9990, -9991, -9992, -9993, -9994; at CDCN prompt type *telnet library.unm.edu*, login is *library*.

2. Direct Internet access via: *telnet library.unm.edu*, login is *library*; or via UNM's WWW: *http://www.unm.edu*, select *Libraries, Catalog*

Due to licensing agreements, access to some databases is available only to UNM registered users.

University of Kentucky
Distance Learning Library Service

To: UK Distance Learning Students

From: Sarah Vaughn
Distance Learning Librarian

Welcome to the UK Distance Learning Library Service (DLLS). Our goal is to provide you quality information in a timely manner to support your distance learning academic experience with the University of Kentucky.

Take a moment and review the many services we offer (listed on reverse) to assist you in gathering information and library resources to support your Distance Learning experience.

⇒ There are several ways to request services and materials:

1) by mail (office address on reverse)
2) by phone (toll-free numbers listed on reverse)
3) by electronic mail (e-mail): **kliscv@pop.uky.edu**
4) by FAX: **1-606-257-1563**
5) by Internet: **http://www.uky.edu/Libraries/library-homepage.html**

⇒ Allow as much time as possible for your request to be processed. Typically, requests take approximately 10 days to two weeks to fill. **DO NOT WAIT TO THE LAST MINUTE.** Requests are logged and processed on a "first come, first served" basis. Plan ahead.

⇒ Please remember to request your materials on **the Document Delivery request form**. This allows for us to process each request quickly.

"Knowledge is of two kinds: we know a subject ourselves, or we know where to find information upon it." Dr. Samuel Johnson

Distance Learning Library Service
116 M. I. King Library South
Lexington, KY 40506-0039
(606) 257-6312
FAX: (606) 257-1563
kliscv@pop.uky.edu
http://www.uky.edu/Libraries/library-homepage.html

The University of Kentucky's Distance Learning Library Service (DLLS) is designed to provide information support for students enrolled in Distance Learning Programs. Our goal is to provide quality information service in a timely manner to both students and faculty involved in Distance Learning.

Services include:

- ◊ access to the University's circulating library collections
- ◊ document delivery for journal articles
- ◊ interlibrary loan services
- ◊ ERIC documents
- ◊ computer literature searches
- ◊ FirstSearch & UnCover

A toll-free number will connect you with the DLLS office:

1-800-432-0963 ext. 76312 in Kentucky
1-800-325-2766 ext. 76312 nationally

The following information should be provided when placing a call:

Name:	Social Security #:	Date material needed:
H/W Phone #:	Mailing Address:	Site Location:
Course name & #:	Professor:	

Requests for specific book titles or journal articles may be sent via traditional mail, electronic mail, and FAX on the Document Delivery form. Please DO NOT leave citation requests on the VoiceMail. Information needed to quickly respond to your requests include:

BOOKS	ARTICLES
author's name	author(s)
book title	article title
publisher, year	journal title
	volume, number, pages, date

While there is no charge for journal articles or for overdue books, materials lost or damaged will be billed to students: replacement cost of item(s) and a $20.00 processing fee.

University of Kentucky
Distance Learning Library Services
116 M. I. King Library South
Lexington, KY 40506-0039
(606) 257-6312
FAX: (606) 257-1563
kliscv@pop.uky.edu

Enclosed are the materials requested from the Distance Learning Library Service (DLLS) :

⇒ **Computer literature search(es) requested**. To receive copies of any articles cited in the search, please complete a enclosed Document Delivery form for each item requested.
Send requests:

* by mail (office address above)
* by electronic mail (e-mail): **kliscv@pop.uky.edu**
* by FAX: **606 - 257- 1563**
* **Do not leave citations requests on VOICE-Mail.**

⇒ **Copies of articles requested.** Additional items will be mailed as they are processed.

⇒ **This completes your request.** No more articles are available for this request through the University of Kentucky library system.

⇒ **Request forwarded to the Interlibrary Loan Department.** Items will be mailed upon arrival. This may take several weeks. Please feel free to contact the office as to the status of your request.

⇒ **UK library card.** Enclosed is your UK library card. Sign it and retain it for use should you come to campus. This card entitles you to library privileges should you ever need to come to campus.

⇒ **Book(s) requested.** Please note that **you are responsible** for these books. Overdue fines are waived for Distance Learning students. Library materials lost or damaged will be billed to your account: replacement cost of item(s) and a $20.00 processing charge per item. Please return borrowed items to the DLLS office.

Thank you for using the Distance Learning Library Service!

Date:_____

UNIVERSITY OF KENTUCKY
Distance Learning Library Services
Document Delivery Service
116 King Library South
Lexington KY 40506-0039
1-800-432-0963 ext. 76312 in Kentucky
1-800-325-2766 ext. 76312 nationally
1-606-257-1563 (fax)
http://www.uky.edu/Libraries/library-homepage.html

Please provide complete information

Name _____ SS ID# _____

Address _____ City/Zip _____

Phone (H) _____ Phone (W) _____

DLP Site _____ Course# _____ Professor_____

E-mail Address _____ Date needed _____

ONE REQUEST PER FORM
(please include source of citations)

Journal/Book: _____

Volume:_____ **issue:**_____ **date:**_____ **pages:**_____

Author(s):_____

Article/Chapter title: _____

Source of citation:_____
(where article was found, cited or listed —for verification purposes)

If the library does not own the material requested do you want the request forwarded to Interlibrary Loan? yes_____ no_____

If yes: **Needed by** (date)_____ **Not needed by** (date)_____

Location / Call#: _____

WARNING CONCERNING COPYRIGHT RESTRICTIONS:
The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other restrictions of copyrighted material.
Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any other purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.
This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

The University of Kentucky Distance Learning Programs presents a comprehensive catalog of distance learning graduate, professional, and undergraduate programs and courses offered throughout Kentucky and beyond. In conjunction with the Graduate School, academic colleges and departments, Distance Learning Programs offers educational opportunities to citizens throughout the Commonwealth using a variety of distance learning technologies, including satellite, interactive video, videotape delivery, internet, and telecourses offered on KET and UKTV Channel 16 on TCI. In doing so, our philosophy is to ensure that the same quality teaching and academic support services available on the Lexington campus are replicated in the distance learning environment.

Convenient locations for our distance learning programs include sites at cooperating regional universities, community colleges, independent colleges, public schools, public libraries and business/government centers. Our students have direct access to program-related offices on campus through a toll-free line. This publication outlines the coursework offered at our various sites during the 1997 Fall Semester. It lists convenient registration opportunities, provides points of contact for individual academic departments and includes brief descriptions of professional programs that are available to the returning student through Distance Learning Programs. We look forward to working with you in the upcoming semesters as you move toward and successfully complete your educational goals. For more detailed information, contact:

Distance Learning Programs
University of Kentucky
1A Frazee Hall
Lexington, KY 40506-0031
(606) 257-3377 in Lexington
1-800-432-0963 toll-free
FAX (606) 257-5171
www.uky.edu/UniversityExtension/

LIBRARY SERVICES TO UNL DISTANCE EDUCATION STUDENTS

University Libraries
University of Nebraska-Lincoln
Fall Semester 1997

The University Libraries of the University of Nebraska-Lincoln provide service to UNL distance education students. There are three major components of the Libraries' distance education program -- remote access to electronic resources, liaison librarian contact for the provision of reference assistance and instruction, and delivery of materials.

REMOTE ACCESS

Remote access to electronic resources is key. Distance education students can access the Libraries' Innovative Research Information System (IRIS) via a University affiliated computer account. **The IRIS: Remote Access for UNL Affiliates** handout describes access. IRIS provides access to the online public access catalog (UNL Libraries Catalog), *Expanded Academic Index*, *UnCover*, *Specialized Databases Network*, *FirstSearch*, GPO Wais (selected Federal resources), World Wide Web Lynx Browser, and Nebraska Library Catalogs. The menu of electronic resources is continually expanding and changing.

LIAISON LIBRARIANS

Within the University Libraries, liaison librarians are assigned to work with academic departments. The liaison librarian responsible for your subject area provides instruction in various electronic resources and traditional reference materials. The liaison librarian can help you identify sources for your research and assist you in starting your research.

Your liaison librarian can also conduct a computer search upon request. By accessing remote online databases, the librarian retrieves titles of journal articles and other citations, and sometimes also abstracts, on the topic of your choice. There are costs involved with a librarian-assisted search, depending on the databases searched.

General reference service is also available electronically via: **infomail@unllib.unl.edu** This e-mail address is checked twice a day, Monday - Friday. Responses will generally be sent within 24 - 48 hours.

DELIVERY OF MATERIALS

The Interlibrary Loan Office handles deliveries of materials to distance education students.

To use these services, you must have a current library card; to receive a card, complete a Distance Education User Information form and return it to the University Libraries. Contact the Distance Education Coordinator for a copy of this form. The form is also available in the NUserv Catalog. The Libraries will send a laminated library card to you. Replacement cards are available for a fee.

Requesting Materials

You may place requests for materials electronically via **distform@unllib.unl.edu**, by fax, or mail. You must fill out a request form for each item you need. You may also fill out a loan/article photocopy request form to request materials. The Interlibrary Loan Office hours are Monday - Friday, 8:00 a.m. - 5:00 p.m. Central Time. Interlibrary Loan Office phone number is (402) 472-2522.

If you want to borrow materials only from the UNL collection, indicate that on the request form. Otherwise, we may contact another library to obtain the material. Generally, turnaround time for UNL materials is two weeks from the day Interlibrary Loan receives the request until you receive the item.

The checkout period for books borrowed from the UNL Libraries through Interlibrary Loan is six weeks (recently lengthened to accommodate mailing time). Books will be sent to a downlink site for you to pick up, as Interlibrary Loan does not supply books directly to borrowers. The user is responsible for return postage.

Photocopied materials will be sent directly to you via fax or U.S. mail.

Microform copying is also available for materials from the University Library Microforms collections.

Borrowing From Other Libraries

UNL Interlibrary Loan can also borrow materials from other libraries. You will need to allow an additional 2 to 3 weeks for materials located at libraries other than UNL. The checkout period for books borrowed from other libraries through Interlibrary Loan is usually four weeks, but is determined by the other library.

Also, occasionally costs for borrowing materials from other libraries are unavoidable. We must pass those on to you.

IF YOU VISIT THE UNL CAMPUS

Should you visit the University campus, you are welcome to use the collections of the University Libraries. Love Library, the main library, is located on City Campus at 13th and R streets. The library system also includes nine branch libraries, including C.Y. Thompson Library on East Campus.

We encourage you to stop in and meet your liaison librarian and the Distance Education Coordinator. Appointments made in advance are recommended, but are not required.

USING OTHER LIBRARIES

Since you are taking classes through UNL, the UNL Libraries should serve as your primary research facilities. However, you also have other resources to utilize. Your UNL library card serves as identification should you wish to use the services available at reciprocal borrowing institutions in Nebraska. Consult the Reciprocal Borrowing handout for details. It is important to realize that the reciprocal institutions represent several different types of libraries, with different resources and levels of service. Few, if any, may meet all of your needs.

HELPFUL HINTS

- Check IRIS for availability of materials. Some materials may not be available as they are already checked out.
- Make sufficient requests to meet your research needs and timelines.
- Obtaining materials for research takes time. Plan ahead, and allow time for your requested materials to be delivered to you.
- Be sure to state the specific name and city of your downlink site when requesting materials.
- During semester breaks and summer, library hours vary. Consult the "Hours and Calendar" handouts for Love Library and the branch libraries.

DISTANCE EDUCATION COORDINATOR

You are encouraged to contact the Distance Education Coordinator, Kate Adams, e-mail - **katea@unllib.unl.edu** or (402) 472-2560.

The University Libraries are pleased to provide you with a number of services as you pursue your research. So give us a call.

Information on this sheet is periodically updated and revised by staff at the University Libraries, University of Nebraska-Lincoln. For the most current information about library services, consult the University Libraries home page: http://iris.unl.edu. If you have questions concerning this information, please contact Kate Adams, (402) 472-2560, or e-mail: katea@unllib.unl.edu

The University of Nebraska-Lincoln, an Affirmative Action/Equal Employment Opportunity Employer, supports equal educational opportunity and offers educational programs without regard to age, sex, race, handicap, color, national or ethnic origin, marital status, veteran's status, religion, or sexual orientation.

TEXAS TECH UNIVERSITY LIBRARIES

SERVICES FOR DISTANCE STUDENTS

The Texas Tech University Library provides services and library materials to students who enroll in off-campus TTU courses or who register for thesis, dissertation, or independent research hours. The Library's goal is to help resolve the problems faced by students who are at a distance from the campus and its information resources. This guide will give distance students an overview of the services provided to them. However, since information needs of students may vary with location and circumstance, distance students are encouraged to contact the TTU Library about specific problems in acquiring library materials.

THE LIBRARY CONNECTION

There are several ways to contact the TTU Library. Here are some of the addresses:

Mail

Mail via the postal service or a courier should be sent to the attention of the specific department or librarian, if known. The address is Texas Tech University Library, Box 40002, Lubbock, Texas 79409-0002.

Telephone (Area Code 806)

Library Express:	742-2263
Reference:	742-2236
Circulation:	742-2265
Interlibrary Loan:	742-2239
Documents:	742-2282
Academic Computing:	742-1655

Internet Web Page

The TTU Library's Web page is located at http://www.lib.ttu.edu/

Fax

Mail sent by FAX should be addressed to a department or an individual. The numbers are (806) 742-0737 or (806) 742-1920.

Electronic Mail

Requests for library materials, interlibrary loans, or reference assistance may be sent electronically via the VAX system. A student VAX account must first be established at Academic Computing Services. There is no charge for this account (See the *Electronic Bibliographic Databases* section of this Guide for directions on dialing-in or the use of communication systems such as the INTERNET).

BORROWING TTU LIBRARY MATERIALS

While many TTU distance students make occasional visits to the campus and the Library, there are other times when a book or photocopied article is needed. The Access Services Department will pull books from the stacks, check them out, and ship them to the home or business address of a registered TTU student who resides outside of the Lubbock area. Books are due at the beginning of the next semester, unless recalled by another user. Books mailed back to the Library should be packaged in a cardboard container and sent by certified mail.

Articles photocopied from Library-owned journals and other periodicals can be mailed or faxed to the student at a cost of 15 cents per page.

Loans can be initiated by calling Library Express (742-2263) or by e-mail (LIEXP@TTACS.TTU.EDU) or Fax (742-1920).

INTERLIBRARY LOAN

Another way to obtain needed books and articles is through interlibrary loan. Libraries throughout Texas belong to the same interlibrary loan network, and material found in the Southwest region of the United States usually will not involve a charge to the student. The student's local public library can provide interlibrary loans, and TTU students who are employed by a college or university have access to their library's interlibrary loan service. There is usually no charge to the borrower for interlibrary loans, although this depends on the policies of the lending library.

As an alternative to using another library's interlibrary loan service, currently registered TTU distance students may also utilize the TTU Library's interlibrary loan service for items not owned by the Library. Materials may be somewhat delayed in getting to the student, as they need to be shipped twice (from the lending library to the TTU Library and then to the student). Journal articles can be mailed or faxed to the student and books will be mailed with instructions for returning material to the TTU Library's Interlibrary Loan Office before the lending library's due date. An on-line request form is available on the Library Information System. The e-mail address for Interlibrary Loan is LICER@TTACS.TTU.EDU.

REFERENCE ASSISTANCE

Phone or mail reference assistance is available to students as well as to people not associated with the University. E-mail (LIREF@TTACS.TTU.EDU) is also an option. TTU distance students should identify themselves and clearly state their information need. Some questions can be handled easily by the reference librarian on duty, while others will involve more time. Be sure to supply a phone number or another way to contact you.

Each TTU academic department is assigned a librarian who specializes in the resources and research methods of assigned disciplines and subject areas. Ask the Information Services Department for the name of your liaison librarian. You are encouraged to consult with this librarian concerning search strategies and bibliographic tools in your area of research.

ELECTRONIC BIBLIOGRAPHIC DATABASES

Library Information System (LIS)

In addition to TechPAC, the on-line catalog of the Texas Tech University Libraries, the Library Information System provides access to several additional databases as menu options (e.g., on-line catalogs of other university libraries and FirstSearch, a package of primarily on-line periodical indexes).

The Library Information System can be accessed from off-campus via a VAX account, which can be obtained from Academic Computing Services. Dial-in access is available through the following phone number:

(806) 742-0227 [742-1824 for TTU PPP accounts]

The following parameters need to be set in the sender's communication software:

8 data bits
no parity
1 stop bit
full duplex
2,400 baud or higher (depending on modem)

In open access, once the number is entered, the system will ask for a username and password. Use the word **guest** (lower case letters) for both. At the TTUnet> prompt, type **telnet lib**, then type **TTUCAT** at the username prompt. For those senders with network capabilities (e.g., INTERNET) you may Telnet to **lib.ttu.edu**. At the username prompt, type **TTUCAT.** When using Indexes (Choice #3), you will be prompted for the last 9 digits of your library barcode number, which is on your TTU ID card. (If you do not have a TTU ID, contact the Circulation Department and we will send you a library card.)

Free communications software for TTU students is available in the Advanced Technology Learning Center (ATLC), located in the basement of the Library.

Questions about making an electronic connection to the Library can be directed to the Help Desk (742-1655) in Academic Computing or the Library's Automation Department (742-2220).

FirstSearch and TexShare
FirstSearch consists of many periodical indexes, abstracts, and other bibliographic databases available through the on-line Library Information System (LIS). Use FirstSearch to find citations to books, articles, theses, and other types of material on a subject. Two partial full-text databases, *Periodical Abstracts* and *ABI/INFORM,* are available from TexShare, a consortium of all Texas four-year colleges and universities.

CD-ROM's
The TTU Library subscribes to several databases in CD-ROM format, including ERIC, Dissertation Abstracts International, and PsycLIT. These workstations must be used within the Library. However, it may be possible for distance students to use some of the same CD-ROM products at local academic and public libraries. The TTU liaison librarian in your subject field can do short searches and mail, fax, or download to disc the resulting citations.

Internet Resources
A vast amount of information is presently available free of charge over the Internet. This includes information from other institutions' on-line catalogs, departmental data files, full-text articles, and much more. Librarians can provide training in the use of the Internet and assist patrons in identifying and accessing Internet resources. You may want to contact your liaison librarian (742-2236) for advice about using the Internet.

Mediated Searching of On-line Databases
The Information Services Department conducts searches using database vendors such as DIALOG. The direct costs charged by vendors are passed on to the student who requests this type of search. Charges are a factor of the database searched (e.g., ERIC is relatively inexpensive), connect time, format of citation, choice of output, etc.

Advantages of mediated searching include the ability to search years that precede CD-ROM and FirstSearch coverage, as well as sources that may be a few months more recent than the corresponding CD-ROM, FirstSearch, TexShare, or paper product. Also, hundreds of specialized databases are available from database vendors, while databases on CD-ROM and FirstSearch consist of those that are in most demand. Other advantages include software that is more powerful and sophisticated than those available on CD-ROM or included in FirstSearch, and searches that are conducted by a trained professional.

On-line searches can be scheduled by contacting the Information Services Department or your liaison librarian. The student does not have to be present, although some consultation is advised as a search strategy and terminology are best developed by interchange between the student and the searcher.

RECIPROCAL BORROWING AGREEMENTS
Texas Tech students may request a TexShare library card that allows borrowing privileges at any public four-year college or university in Texas. Students agree to follow all regulations of the libraries they visit and to return borrowed material in person or by mail. Contact Circulation (742-2265) for further information.

A reciprocal borrowing agreement is shared by members of the LEIAN (Llano Estacado Information Access Network) Consortium. Members include the following institutions: Abilene Christian University, Amarillo College, Eastern New Mexico University, Howard Payne University, Hardin-Simmons University, McMurry University, New Mexico Highlands University, San Juan College, Texas Tech University Law School, Texas Tech University, University of Texas of the Permian Basin, and West Texas A&M University. TTU students need to request a Passport Certificate from the TTU Library's Circulation Office before visiting a participating library and borrowing books or other materials.

Strategic Planning For University Outreach At Auburn University

REPORT

of the
University Outreach Strategic Planning Committee
Auburn University
1996

BEST COPY AVAILABLE

MEMBERS OF THE COMMITTEE

Richard M. Alekna, Director, Distance Learning and Outreach Technology

L. Conner Bailey, Professor, Agricultural Economics and Rural Sociology

Gary B. Beard, Assistant Dean, College of Veterinary Medicine

George W. Bengtson, Associate Dean and Professor, School of Forestry

James O. Bryant, Associate Dean, College of Engineering

Keenan D. Grenell, Assistant Professor, Political Science

John G. Heilman, Associate Dean and Professor, College of Liberal Arts, Chair

Eleanor V. Howell, Dean (Interim) and Associate Professor, School of Nursing

Susan S. Hubbard, Extension Coordinator and Assistant Professor,
School of Human Sciences

Cheryl E. Morgan, Associate Dean (Acting) and Professor,
College of Architecture, Construction, and Design

David S. Newton, Assistant Dean and Associate Professor, School of Pharmacy[1]

Robert E. Pearson, Assistant Dean and Professor, School of Pharmacy

Lloyd L. Royston, Assistant to the Director,
Alabama Cooperative Extension System

Robert E. Rowsey, Assistant Dean and Professor, School of Education

William I. Sauser, Executive Director, Business Outreach and Professor,
College of Business

Ronald L. Shumack, Associate Dean and Professor, College of Agriculture

Marllin L. Simon, Outreach Representative and Associate Professor,
College of Sciences and Mathematics

W. Gaines Smith, Director (Interim) and Associate Professor,
Alabama Cooperative Extension System

Landa L. Trentham, Professor, Educational Foundations, Leadership, and
Technology [1]

Keith J Ward, Director and Associate Professor, Center for Governmental Services

Staff Support: Maury Matthews, Office of the Associate Provost & Vice President for University Outreach

[1] Retired as of August 30, 1995

FOREWORD

Since inception, the American land-grant university has been concerned with service to the people of its state, the nation, and the world. Serving as a "People's University," the land-grant institution has developed substantial and fundamental research capabilities to enable it to address the varied needs of society. There is now a national challenge for the modern land-grant university to further advance the disciplinary strength of its research base while simultaneously responding to the contemporary issues and problems facing the American public.

Recognizing this challenge, universities across America have begun to examine the manner in which they relate to society: how they teach undergraduates, how they provide graduate and professional education, how they conduct research programs, and -- not the least in this progression, how they reach out to provide extension services, consultation and technical assistance, distance education and life-long learning; and how they can be effectively involved in mutual problem-solving focused on persistent and difficult problems of daily life. At Auburn University, these manifestations of the public service role of the land-grant university are collectively addressed as University Outreach.

The goals of effectiveness and excellence are as valid for Outreach as for its traditional siblings -- Instruction and Research. The achievement of these goals requires consensus about what Outreach is, agreement about its desired objectives and outcomes, methods to assess and evaluate impact, and a university environment in which participation in Outreach is a legitimate option for faculty effort, duly recognized and rewarded and properly supported.

To provide guidance in developing such an environment at Auburn University, I appointed a University Outreach Strategic Planning Committee in Spring 1995. The Committee, whose members are listed on the inside cover of this REPORT, is broadly representative of the University's academic schools and colleges, the faculty ranks, and Outreach staff. This REPORT, in conjunction with the work of the University's Twenty-first Century Commission, provides a road map for the development of University Outreach into the next century. Having perused the REPORT carefully, I am aware that it will both stand on its own and make a solid contribution to the national discussion about state and land-grant universities. I am pleased in this Foreword to recognize the good work of the committee and of its most able chairman, Professor John G. Heilman.

David Wilson
Vice President and Associate Provost
for University Outreach, Auburn University

Summer 1996

CONTENTS

STRATEGIC PLANNING FOR UNIVERSITY OUTREACH AT AUBURN UNIVERSITY:

Report of the Auburn University Outreach Strategic Planning Committee

The Outreach Strategic Planning Committee .....

Foreword .....

Executive Summary .....

Introduction and Acknowledgments .....

Charge to the Committee .....

Assumptions and Values .....

Vision .....

Mission .....

Context .....

Definition of Outreach .....

Outcomes .....

Impediments and Action Steps .....

References .....

Appendix: Examples of Outreach .....

Endnote .....

EXECUTIVE SUMMARY

The objective of the Outreach Strategic Planning Committee is to support excellence in outreach at Auburn University. To this end we have defined Auburn's outreach mission and identified impediments to excellence in the performance of this mission. We recommend steps that address those impediments and support excellence in outreach and leadership at the national level.

The time is right for this undertaking: societal forces increasingly compel the university to be responsive and accountable to the society that sustains it. The methods and missions of outreach are well-suited to addressing this challenge. Outreach involves the application of instruction and research to the needs of, and for the direct benefit of, audiences external to the university. It goes well beyond the framework of cooperative extension to include many forms of continuing and distance education, education for non-traditional students, and technical assistance. Just as outreach at Auburn takes many forms, it also has many audiences; some are well-established as client groups, while others are developing into this role.

Outreach so conceived complements and enriches traditional instruction and research, rather than competing with them. At the same time, it is clear that outreach takes time and energy. The report therefore proposes specific steps that will allow outreach to be recognized, evaluated, and rewarded on an equal footing with, and in relation to, teaching and research. These steps support a vision of outreach in which our faculty and staff routinely and effectively help the people and communities of the State of Alabama and beyond to use the knowledge resources of Auburn University to solve their problems and improve the quality of their lives. Very importantly, the steps set forth in this report do not imply a mandate that Auburn University faculty and staff do more without new resources. Rather they envision systematic recognition and reward for the vast amount of outreach already being done.

The greatest impediments to growth and excellence in Auburn University Outreach are matters of organizational culture. There is a pervasive awareness that outreach is poorly rewarded in terms of promotion, tenure, salary improvements, and professional mobility. Furthermore, there is widespread confusion over what outreach is and what forms of activity it includes. This state of affairs stands in stark contrast to the profusion of outreach conducted daily throughout the University. Outreach constitutes a robust, thriving, and increasingly indispensable part of what we do.

Universities across the country, including Auburn, are being asked to do more with less and at the same time to be responsive and accountable to the societies and stakeholder groups that sustain them. Auburn's vast and varied investments in distance education and continuing education, in cooperative extension, and in technical assistance, speak directly to this mandate, as do the myriad less formally structured ways in which Auburn faculty share their professional expertise with the people of Alabama.

The university must address the very real contradiction between what we do and how it is viewed and rewarded. This report offers a way to proceed. It begins by stating the importance of outreach, and by offering a definition that connects outreach conceptually to instruction and research. The report proposes a series of operational outcomes that represent excellence in outreach activity. The outcomes provide a basis for credible and objective assessment of outreach for purposes of promotion, tenure, and salary improvement. The report proposes additional steps to empower meaningful rewards for outreach based on objective assessment. One such step is the formulation of a standard faculty workload. Properly crafted, it would account for variability across disciplines. Rather than providing an excuse for demanding that faculty do more, it would provide a way to credit the full range of what faculty already are doing. Additional steps include provision for the assignment of portions of departmental budgets to outreach, and reliance on outreach achievement and expertise as a basis for appointing some members of the Promotion and Tenure Committee.

The envisioned empowerment of outreach requires effective communication both inside and outside the University. Our external constituents need meaningful access to the many services Auburn has to offer; a key condition of this access is that they can conveniently learn what those services are and how to make use of them. Internally, leadership from the President and Provost is essential if faculty are to redefine their missions. Administrators at all levels must communicate that outreach includes a very wide range of services and activities, that a personal investment in outreach will receive both technical assistance and professional recognition and reward, and that Auburn's administration is strongly committed to outreach, both morally and materially, as a central element of the University's mission.

Outreach... complements and enriches traditional research and instruction.

The empowerment of outreach is a national as well as a local enterprise. The members of the committee both hope and recommend that Auburn University pursue, with energy and commitment, the vision of national leadership offered in this report.

INTRODUCTION AND ACKNOWLEDGMENTS

The Outreach Strategic Planning Committee is pleased to submit this report to Dr. David Wilson, Associate Provost and Vice President for University Outreach at Auburn University. Convened by Dr. Wilson in the spring of 1995, the committee includes staff and faculty members representing each of Auburn's twelve colleges and schools, as well as various units of University Outreach. The committee met twenty-three times, for periods typically lasting an hour and a half. Substantial portions of work were accomplished by subcommittees that dealt with distance education, organizational issues, rewards and assessment, the role of Auburn University at Montgomery, and structural issues.

The committee consulted portions of the growing literature on university outreach, including strategic plans developed by other universities. This literature has richly informed our work and is reflected throughout the report. Also, committee members met with President William Muse and Provost Paul Parks; with the Chair of the General Faculty, Kent Fields, who arranged an introductory presentation to the University Senate; with the deans of Auburn's schools and colleges; and with department heads. Committee members also met with representatives of outreach units at other universities, both inside and outside the State of Alabama.

The report begins with an overview of Dr. Wilson's charge to the Outreach Strategic Planning Committee. It then sets forth some of the assumptions and values that the committee brought to its work. Next, the report offers a vision for University Outreach, and a statement of Auburn's outreach mission. Following that, a section on the environment of higher education establishes the political, economic, social, and technological context that university outreach must address on the eve of the twenty-first century. Subsequent sections define outreach conceptually; specify operational outcomes of high quality outreach; and identify impediments to excellence in outreach at Auburn University; in each case recommending specific action steps to be taken by the Associate Provost and Vice President for University Outreach. The recommended steps promote excellence in outreach by providing a comprehensive framework of accountability for the many activities conducted at Auburn within the framework of this mission.

The committee wishes to express three concerns and indicate its responses to them. First, we were from the outset aware that some committee reports have few readers and little impact. Accordingly, we took steps to engage principal stakeholders in the planning process, and we have proposed action steps in operational terms so that at least the degree to which our recommendations are implemented can readily be determined.

A second concern has to do with a possible interpretation of the committee's proposals. As the parts of the report dealing with context and values make clear, we firmly believe that the environment of higher education is changing dramatically, and that steps to enhance excellence in outreach represent a positive, even necessary, response to our changing times. Because we define university outreach in terms of instruction and research, our recommendations may be interpreted as a reach for power, an attempt to pull more and more instruction and research under the purview of the outreach mission of the university. This is neither our goal nor our intent. Our goal is to support excellence in outreach. We seek to do this by proposing that outreach be measured and assessed in a way that makes it directly comparable to instruction or research in Auburn's faculty reward system. The report does not intend nor does it attempt to enlarge the administrative domain of outreach at the expense of instruction and research.

Our goal ... to support excellence in outreach.

Thirdly, and most importantly, this report may be seen as a call for more outreach activity without new resources. Rather, we see the steps proposed here as enabling recognition and reward for the vast amount of outreach currently being conducted across the university. Further, we call for additional resources.

The members of the committee wish to express appreciation for the ideas, support, and encouragement offered by all those who shared in our work. We are particularly grateful to Dr. C. Eugene Allen, Provost for Professional Studies, University of Minnesota; Dr. Kent Fields, Chair of the Auburn University Senate, 1995-1996; Dr. Maury Matthews, Advisor, University Outreach, Auburn University; Ms. Donna L. McGinty, Assistant to the Director, the Georgia Center for Continuing Education, University of Georgia; Dr. Edward G. Simpson, Jr., Associate Vice President for Services and Director, the Georgia Center for Continuing Education, University of Georgia; Dr. James C. Votruba, Vice Provost for University Outreach, Michigan State University; Dr. David Wilson, Associate Provost and Vice President for University Outreach, Auburn University; and Dr. S. Eugene Younts, Vice President for Services, University of Georgia.

CHARGE TO THE COMMITTEE

The Auburn University Outreach Strategic Planning Committee was created to formulate a road map to guide the development of University Outreach into the year 2000 and beyond. The committee was specifically requested to deliberate upon a definition for outreach to provide a scholarly and intellectual basis in the community of scholars. The charge given to the committee also provided an extensive set of questions organized around these topics: definitions, impediments to outreach, structural issues, direction and action.

Definitions.

➤ What is University Outreach and how is it integrated into the mission and vision of a university, particularly a land-grant university? How does it differ from service?

➤ Is *outreach* cross-cutting, comprising an aspect of instruction, research, and service?

➤ Who are the clients and the constituencies of University Outreach at Auburn University?

Impediments to Outreach.

➤ What impediments lie before University Outreach, both internal and external? How may they be addressed?

➤ How may funding for University Outreach be improved? What incentives can be developed? Are there implications of structure for costs, funding, and participation?

➤ How might the image of *outreach* as a scholarly activity be enhanced? How might faculty be acculturated to *outreach* as a pervasive university function? How is outreach leadership developed? What programs of faculty and staff development are needed?

➤ What constitutes effectiveness and excellence in *outreach*? How is *outreach* expressed in the lives of faculty members and how is balance achieved? How can outreach performance be demonstrated for promotion and tenure?

Structural Issues.

➤ What structure(s) for University Outreach might be most efficient and effective? How may centers and institutes best fit within the outreach umbrella? What are the roles of the University's schools and colleges, and how should they relate to the Associate Provost and Vice President for University Outreach?

➤ What role should distance learning play in extending Auburn's instructional, research, and outreach mission across the state, the region, and the nation? How should structures for the delivery of distance learning be coordinated? Examples of relevant programs and offices include Engineering Graduate Outreach, the Master of Business Administration program, master's degrees in Nursing and in Hotel and Restaurant Management, Telecommunications and Educational Television, and Distance Learning and Outreach Technology.

➤ How should the Alabama Cooperative Extension System[1] be integrated into the University mission?

➤ How does Auburn University at Montgomery relate to the whole of University Outreach?

The Committee is requested to deliberate upon a definition of outreach . . . to provide a scholarly and intellectual basis in the community of scholars.

Direction and Action.

➤ What are the major directions for University Outreach in the year 2000 and beyond?

➤ What are desired outcomes of *outreach*?

[1]Effective August 1, 1995, the Alabama Cooperative Extension Service became the Alabama Cooperative Extension System.

ASSUMPTIONS AND VALUES

The Committee has incorporated several assumptions and values into its work. Prominent among them are:

➤ Auburn University's Twenty-First Century Commission has endorsed, and the Mission Statement Task Force, now at work, will endorse a prominent and visible role for outreach in the twenty-first century.

➤ Success in outreach depends on confident participation by the faculty, supported by an enthusiastic administrative commitment that begins with the President and Provost.

➤ Faculty engaged in outreach should be rewarded for their activities just as they are rewarded for teaching and research.

➤ Outreach can usefully be defined in terms of teaching and research applied to the direct benefit of constituencies external to the university. These constituencies typically include, but are not limited to, the people (of all ages), groups, schools, businesses, organizations, and the communities of the State of Alabama.

➤ It is essential that outreach be clearly defined in terms of outcomes, and that it be assessed and rewarded using concepts and methods that are developed and accepted nationally, not just locally.

➤ University Outreach should work with existing constituencies and cultivate new ones, as appropriate, to address the needs of Alabama and the nation in the 21st Century.

➤ Priorities must be established so that University Outreach does not attempt to be all things to all people.

➤ All University units, but not necessarily all individuals, are responsible for conducting outreach.

➤ A goal of the report is to propose a comprehensive set of action steps to promote outreach activities and rewards for them.

The Committee notes with approval the following values and principles set forth in the strategic planning document prepared for the University of Minnesota (17):

- ★ *Apply the highest standards of integrity in academic planning.*
- ★ *Academic freedom brings with it a responsibility to society.*
- ★ *Academic employees owe their primary professional commitment and responsibilities to the University and its mission.*
- ★ *Professional activities and relationships at the interface with society benefit individuals, the University, and society.*
- ★ *Each member of University community is responsible for ensuring that her or his outreach activity does no harm to individuals or society.*
- ★ *Outreach is a two-way exchange of knowledge, ideas, and vision between the University and society.*
- ★ *Outreach programs should be equitably accessible to a diversity of peoples.*
- ★ *Outreach should be based on quality scientific investigation* [and quality instruction!]
- ★ *Outreach programs should be defined and relevant locally, but provide a global perspective.*
- ★ *Collaboration with public and private partners improves the design, development, and implementation of outreach programs.*

VISION

The committee's vision of outreach consists of a thriving partnership between Auburn University faculty, staff, and students, on the one hand, and the people and communities of Alabama and beyond on the other. In this vision, the people and their communities routinely make effective use of the knowledge resources of Auburn University to serve their needs and help them solve their problems and improve the quality of their lives. The providers of those resources within the University, especially the faculty, routinely and confidently commit portions of their time and expertise to outreach, secure in the knowledge that their work will be reliably assessed and rewarded within their own institution and within the broader academy. The University acts not only to maintain effective and efficient connections with established constituencies, but also to discover emerging constituencies and cultivate appropriate connections to them.

A thriving partnership between faculty, staff, and students... and the people and communities of Alabama and beyond.

MISSION

Auburn's mission is threefold: instruction, outreach, and research. These three components are interrelated. Instruction involves the transmission of knowledge and skills. Research involves the generation, or synthesis, of knowledge and also involves the publication, broadly understood, of the knowledge so produced. Auburn's outreach mission involves the application of instruction and research to the needs of, and for the direct benefit of, audiences external to the university. These audiences typically include, but are not limited to, the people (of all ages), groups, schools, businesses, organizations, and communities of the State of Alabama. Outreach does not supplant the traditional research and instructional missions of Auburn; it extends them in applied fashion to external audiences.

CONTEXT

Powerful forces for change are impelling universities to be increasingly responsive and accountable to the stakeholders that sustain them. The outreach mission addresses this mandate.

Public confidence in the major institutions of society, including those of higher education, has eroded. Power has shifted from the national government to state and local governments and the private sector. Minority and aging groups have gained in size and economic and political power. The cold war and the exploration of space have lost much of their power to legitimize national investment in higher education. Candidate issues to replace them in this role include community and economic development, economic competitiveness, education, the environment, youth at risk, health, and the family.

The capacity of the public sector to respond to these issues through social and economic programs is in doubt both philosophically and financially. Federal as well as state budgets reflect the dwindling of available funds relative to public demands for services. These constraints have translated into cutbacks in federal support for students and for research, and into substantial reductions in state support for higher education.

As resources have become increasingly limited, themes of accountability and consumer rights have moved to the center of debate about business, government,

and the university. The professoriate is under attack for ignoring students and devoting too much time to research that is seen as trivial. And, specifically in relation to the land-grant mission, Edward F. Vitzthum (18) argues that the "extension and research systems of land-grant institutions are in trouble." The size and political power of the agricultural sector are decreasing, as is the reliability of legislative support for cooperative extension at the federal and state levels.

At the same time, pressing social and technological changes are forcing a rethinking of the university's instructional mission. To cope with rapid social change on many dimensions, people will need the training and the resources to be life-long learners. Calls for education across the life-span are accompanied by calls for the university to provide "knowledge without boundaries" to the nation's economy, workplaces, and communities. The explosion of information technology has helped give rise not only to these changes but also to a supply of "virtual" education services to compete with those offered by traditional universities. These competing services provide both education for degree credit and non-degree credit education. In the words of James Votruba, Vice Provost for University Outreach at Michigan State University, universities have lost the monopoly they have historically enjoyed over the commodity of educational information.

Outreach... is a distinguishing, perhaps the distinctive, mission of Auburn University.

In a word, the societal forces just described increasingly compel universities to be directly "responsive" to the society that sustains them. The methods and mission of university outreach are well-suited to addressing this challenge of the twenty-first century. By definition they respond directly and publicly to the needs of the society that sustains the university and of the constituent groups that make up that society. Outreach is thus a central element of Auburn's service to the people of Alabama and beyond, and is at the heart of Auburn's land-grant tradition. It is a distinguishing, and perhaps the distinctive, mission of Auburn University.

DEFINITION OF OUTREACH

We define *outreach* both conceptually and operationally. Examples of work being done in units at Auburn appear in the appendix to this report. Conceptually, outreach is instruction, or research, or instruction-and-research that is applied to the direct benefit of external audiences and that is directly relevant to the mission of the units in which the contributing faculty and staff members work.

Clearly, the concepts of outreach and service, especially as they are discussed in the *Auburn University Faculty Handbook*. Pages 3:10 and 3:11 of the *Handbook* specify the following categories of activity as rewardable through tenure or promotion: "1) teaching and/or extension, 2) research/creative work, and 3) [university, community, and professional] service." The strategic planning committee regards outreach as separate from service; service should not be viewed as outreach.[1]

Further, outreach is a much broader term than extension, which, at a land-grant institution such as Auburn, can be interpreted narrowly to mean cooperative extension work with its traditional constituencies. Outreach refers to the full breadth of activity that fulfills our initial definition; extension is an honored part, but far from all, of outreach.

The committee recognizes that this interpretation is not consistent with the three categories for tenure and promotion recognition set forth in the *Faculty Handbook*. The three categories as stated appear to suggest that instruction and outreach are substitutable for each other, and that taken together they are no more important than service. Service also appears to be given status as a university mission comparable to instruction, research, and outreach. The university community, including the University Senate, should revisit these issues.

---

[1]Service is both internal and external. Internal service is often devoted to carrying out basic management functions of a department or college or the university, such as planning, coordination, representation, recruitment, reporting, and communication. Committee work often is involved. External service involves similar activities addressed to audiences outside the university. Work with professional organizations, professional journals, charities or other service organizations would be examples. In some cases the line between service and outreach may be unclear. For instance, if a faculty member gives a speech or writes a newspaper article about a personal hobby, outreach is probably not involved. But if the same faculty member speaks or writes extensively on subjects related to professional expertise or organizational mission, then outreach may well be involved. In such cases, the concepts of professional expertise and unit mission may clarify whether activity is outreach or service. In any event, the committee takes the view that service should not be interpreted or rewarded as outreach.

Our definition of outreach also raises the issue of how the quality of outreach can be assessed. Outreach activities as we have defined them can include teaching components, or research components, or both teaching and research components. Accordingly, the assessment of outreach should be understood as the assessment of teaching that is outreach teaching, or the assessment of research that is outreach research, or the assessment of activity that incorporates both outreach research and outreach teaching. Again, the committee emphasizes that part of the intent of this definition is to allow outreach to be assessed using credible and reliable methods similar to the methods used to assess instruction and research.

Outreach is instruction or research or instruction-and-research . . . applied to the direct benefit of external audiences . . . directly relevant to mission.

The committee believes that the usefulness of its conceptual definition would be enhanced by a set of examples of outreach currently conducted at Auburn. Accordingly, in the section of this report on impediments to outreach and action steps, we recommend the compilation and dissemination of examples of high quality outreach teaching and outreach research at Auburn. The examples will supplement our conceptual definition, and will also draw on the operational categories of outreach impact that we specify. An initial compilation of outreach examples appears in the appendix to this report.

The path from our conceptual definition to the assessment of outreach quality proceeds through the categories of operational outcomes or impacts that we expect of outreach. Given that outreach is teaching or research that is applied, one element of assessing outreach will be to determine the nature and extent of its impact on external audiences. The notion of outcomes is central to this determination.

OUTCOMES

The Outreach Strategic Planning Committee recommends the adoption of eight categories of operational outcomes as developed in the outreach strategic planning document for the University of Minnesota (17). These categories represent a "taxonomy for outreach," and identify the real-world outcomes that should be detectable if outreach impact is claimed. Thus they can serve as the basis for operational definitions of outreach impact that can be incorporated into methods for assessing the quality of outreach activity. The eight categories of outcome are:

- ★ *enlightened citizens, liberally educated across the life span;*
- ★ *mentally and physically healthy youths and adults;*
- ★ *educated professionals and skilled work forces;*
- ★ *informed and orderly public policy development;*
- ★ *effective, productive organizations, groups, and communities;*
- ★ *globally competitive businesses and industries;*
- ★ *sustainable human-made and natural environments;*
- ★ *effective public institutions, infrastructures, and community designs.*

IMPEDIMENTS AND ACTION STEPS

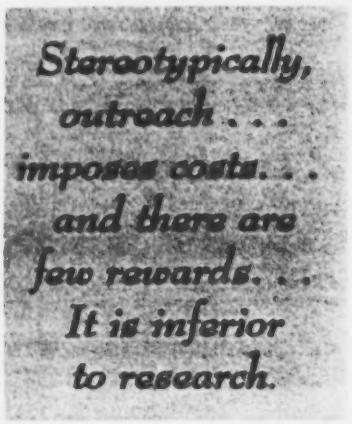
This section of the report discusses impediments to excellence in outreach that exist at Auburn, and action steps are recommended to overcome them. The approach is to identify and discuss an impediment, and then to propose one or more action steps aimed at overcoming the impediment. It is important to note that the different impediments are interrelated, as are the recommended action steps. Accordingly, the discussion of one impediment may refer to or involve action steps listed as responses to other impediments. Ideas that appear in one section may be repeated in another; the purpose is to clarify the connections among the various issues and recommendations.

The impediments to outreach at Auburn are so varied and so deeply rooted that a cultural transformation will be needed to address them comprehensively. It is appropriate to think in such broad terms. The societal forces affecting the university are so powerful that major change is inevitable. Our opportunity is to shape the direction of change through steps to overcome the impediments to outreach. The discussion of impediments is organized into the following general

categories: perceptions; rewards; assessment; information and communication; directions; distance education; structural arrangements; and funding. No separate section on policy is included because the action steps themselves represent policy recommendations. Again, all recommendations are stated in terms of actions that can be taken by the Associate Provost and Vice President for University Outreach. In several instances the steps recommended have been overtaken by events and have been taken or are in the process of being taken.

Perceptions.

Impediment. A primary impediment to excellence in outreach lies in faculty perceptions. Perhaps stereotypically, outreach is seen as not worth doing because it imposes costs on those who do it, and there are few rewards for it in the academic disciplines the faculty represent. Among the costs are that outreach takes time, it is hard to do, and frequently requires the acquisition of new skills. Once the investment is made, rewards other than personal satisfaction are few. Outreach is often done off-load, suggests low professional status for those who do it, and is not rewarded at promotion and tenure time. In other words, outreach "comes out of the hides of faculty members."



Very importantly, outreach is far inferior to research, the "currency of mobility" between academic institutions. Finally, at Auburn *outreach* is often equated with *extension*, implying that outreach is something that full-time specialists do, rather than something that might routinely form a portion of a faculty member's work load. Faculty who desire to include a significant outreach component in their work will need between perhaps 15% and 50% of their time specifically assigned to outreach if their performance of this mission is to be properly evaluated and rewarded.

The perceptions just described will change only over the long term; they are rooted in the professional socialization and experience of many faculty. Research has been, and for many faculty will continue to represent, a currency of mobility. It is also the case, however, that many disciplines are experiencing both an oversupply and continuing overproduction of Ph.D.'s. Furthermore, universities are increasingly under pressure to reduce the numbers of their faculty and, in some cases, to limit or discontinue the granting of tenure. The hope of academic mobility as a result of research excellence thus appears unlikely to offer a realistic motivation to even a simple majority of tenure-track faculty. It is conceivable that in the future faculty may achieve mobility through excellence in outreach, as some have been able to do through excellence in their teaching. In this context, we believe steps can be taken to support a commitment to outreach on the part of interested faculty.

Action Steps. The action steps proposed in several of the following sections, especially those relating to communication, assessment, and reward, are intended in part to support a gradual transformation of Auburn's culture in favor of participation in outreach. To prepare a foundation for these action steps:

> ➤ The Associate Provost and Vice President for University Outreach should undertake a highly visible effort, involving the President and the Provost, to communicate to Auburn's faculty that for many reasons a national outreach movement is under way; that outreach is increasingly valued by our peer institutions, and expectations are rising nationally for faculty participation in and reward for outreach; and, that Auburn is in the forefront of this movement and is taking steps to ensure that outreach does not come "out of the hides" of the faculty.

Rewards.

Impediment. Faculty who spend time and energy on outreach are not rewarded for doing so to the extent they are rewarded for research or instruction. The reliability and probability of rewards for outreach performance through tenure, promotion, and salary enhancement need to be increased. The committee concludes that a series of related steps can promote this outcome. Some of them are specified in this section, others in other sections.

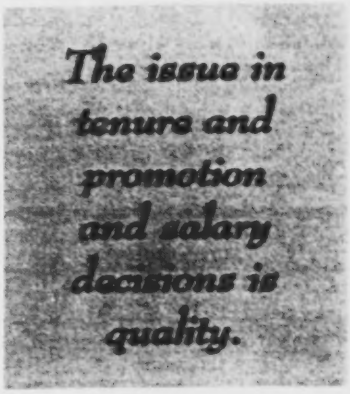
One of the most significant steps proposed in this report is the definition of a *standard work load*. Properly crafted to reflect variability across disciplines, this definition would assist faculty and their unit heads in specifying portions of their on-load assignment that could be devoted to, and evaluated and rewarded as, outreach. At the departmental level and within the context of a standard work load, negotiations would determine assigned duties for each faculty member. These duties would, by definition, be mission-related and could include outreach assignments.

Mission-related activities that cannot readily be accommodated within the standard load, such as some short courses or technical assistance, could be assigned on the basis of extra compensation. Opportunities that are not mission-related would be considered consulting, a private matter between the faculty member and the outside employer and subject to the university's policy on consulting; such activity would not be considered for tenure or promotion. On the other hand, all activity *compensated by the university* should be allowable for consideration in salary and tenure and promotion decisions, assuming the activities in question reflect and serve the mission of the faculty member's unit.

The issue in tenure and promotion and salary decisions is quality. It is important to clarify the roles of unit managers and faculty members. Unit

administrators decide **whether** outreach should count toward these rewards; faculty members assess quality and determine **how much** the activities accordingly count.

Action Steps.



➤ Work with the Senate Rules Committee to achieve appointment to the Promotion and Tenure Committee of faculty members who understand outreach and accept its importance, including some who have achieved promotion to the rank of professor at least partly on the basis of their excellence in outreach.

➤ Use the definitions of outreach offered in this report to inform the debate of the Promotion and Tenure Committee.

➤ Work with appropriate stakeholders to develop a policy that specifies the standard work load of Auburn faculty. The concept of a standard work load is being examined as this report is being completed. That examination should continue and lead to a definition that is sensitive to the variability that exists across disciplines and departments.

➤ Continue the effort, under way as this report is being completed, to revise policies and procedures with respect to the UPO-10 consulting policy so that they reflect and are consistent with relevant recommendations presented in this report.

➤ Promulgate the view that outreach is not mandatory for individual faculty members, but that all units are responsible for outreach and should include it in their planning. This approach is intended to assist department heads in negotiating outreach loads that reflect the interests and abilities of their individual faculty members.

➤ Work with the academic deans to support negotiation at the unit level of on-load outreach assignments for interested faculty members.

➤ Work with appropriate stakeholders to ensure that mission-relevant university-compensated activity is countable for tenure and promotion. It should be possible for a faculty member to carry out and be rewarded for an on-load assignment conducted through an outreach center or institute as well as through the faculty member's home department.

Assessment.

Impediment. Reliable reward for outreach through tenure, promotion, and salary improvements requires the development of more credible standards and processes for determining the quality of outreach than now exist. Some universities have initiated in-house efforts to develop such standards and processes.

Having defined outreach in terms of teaching and research, the committee suggests that the assessment of outreach can be treated to an important extent as the assessment of outreach research and outreach teaching. The generation of new knowledge or the synthesis of existing knowledge to the end of its practical application can be subsumed under one or both of these traditional headings. At the same time, outreach assessment appears to involve more than the assessment of teaching and/or research.

In terms of what this something more may be, the committee proposes **leadership** as a consideration in the assessment of application. That is, outreach practitioners who generate new knowledge or synthesize existing knowledge and apply the results in a local setting may be exercising local leadership. Application can involve facilitation and can be leadership. Such leadership through application should be recognized and integrated into the reward system. In terms of operational definition, one way to detect such leadership would be through the observation of positive impact of outreach activity in one or more of the eight outcome areas our committee identified as the desired operational outcomes of outreach.

Our conception of outreach assessment requires a *national basis for peer review.* National arenas for assessment are firmly in place for research and are increasingly available for teaching. For outreach to achieve the same kind of respect and credit as research and instruction, it must also have access to a national arena for the assessment of quality. The development of this arena will entail national networking: activity **among** institutions rather than simply **within** individual institutions.

A national network could supplement the local base of recognition with an outreach equivalent of national recognition as we know it for research. Review entities might involve both service providers and service recipients. To say these things does not mean that national-level peer review is necessary in every instance in which outreach work is being assessed. The point is that a credible and active mechanism for such review should be available to be called on as appropriate.

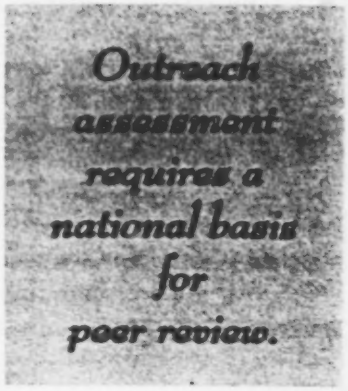
Action Steps.

➤ Establish as a priority that Auburn assert leadership in developing a national arena for assessment of outreach quality.

➤ Establish a university-level committee, with strong faculty participation, to recommend criteria and procedures for assessment of outreach performance. Recommend that the committee consider adopting the outcome categories set forth in this report. Also recommend that this committee examine pertinent sections of the *Faculty Handbook* and suggest appropriate changes. Further, recommend that this committee address the assessment of clinical work, as indicated in the next recommendation.

➤ Recognize clinical excellence, with attention to the dimension of care for clients, as well as to the dimension of education of clients.

➤ Organize a national conference on the subject of outreach assessment. The conference should publish proceedings and could be held periodically on different aspects of outreach assessment.



➤ Cause to be compiled, and disseminate, a catalogue of outreach at Auburn, organized around the outcome categories set forth in this report. Work already under way on such a compilation as this report is being written should be utilized for this purpose. Widespread dissemination of this catalogue should be undertaken with two objectives in mind. The first objective is increased understanding of the enormous amount and range of outreach activity at Auburn. The second objective is to help faculty members visualize the ways in which their outreach activities can help them to secure reward through tenure, promotion, and salary improvement.

➤ Identify national or regional organizations that can support the development of outreach assessment, and engage Auburn people in the relevant work of these organizations. The members of the University Outreach Council can assist in this process.

➤ Identify a professional journal devoted to outreach and involve Auburn in the work of this journal, especially with respect to assessment. In the work of this journal encourage an emphasis on best practices in outreach, and on case reports on successful career development based on outreach. It should be noted that successful cross-disciplinary journals of this type are well-established in the professional discipline of evaluation. This is not mere coincidence: the field of evaluation revolves around the assessment of

applied work that in many instances fits within the definition of outreach presented in this report.

➤ Encourage the academic deans to work with faculty and department heads to develop outreach portfolios, comparable to teaching portfolios, to support outreach-based applications for promotion or tenure.

Information and Communication.

Impediment. Neither Auburn's faculty nor its external constituencies appear well informed about the range of outreach opportunities available in the university. Excellence in outreach depends in part on the matching of service providers in the university with beneficiaries outside the university. The chances for successful matching can be enhanced by steps to inform internal and external stakeholders about outreach opportunities.

Action Steps.

➤ For purposes of both public accountability and public information, there needs to be a system of regular reporting of outreach activity and accomplishments by colleges and departments, in a manner similar to the regular publication of research reports by the Office of Contracts and Grants Administration. Accordingly, continue the work of the Office of Outreach Information and Marketing, with emphasis on the coordination of information that units across campus develop concerning their outreach efforts, and with emphasis on the targeting of this information to consumers in the outreach market.

➤ Emphasize to outreach units across campus the importance of publicizing what they do, and emphasize the role of the Office of Outreach Information and Marketing in informing potential customers for Auburn's outreach services.

➤ Continue to develop the outreach page on Auburn's World Wide Web site, and strive to achieve innovative leadership in the use of this channel of communication.

➤ Emphasize the brokering of outreach opportunities. Auburn is a large and complex organization. Information does not always flow smoothly within it or between it and external constituencies. Information brokering units exist that focus on the needs of external constituents and possible responses to those needs. The brokerage function of these key units should be emphasized.

➤ Incorporate outreach into the socialization of new faculty by instituting a program to bring new faculty face-to-face with the University's outreach presence in the State of Alabama. The "Meet Michigan" program could serve as an example.

➤ Initiate a series of high-profile presentations or colloquia at Auburn on the subject of outreach, featuring the leaders of Auburn and national leaders in outreach.

➤ Encourage academic deans to disseminate this strategic plan to departments in their colleges and schools, and to obtain feedback from the faculty in these units.

Directions.

Impediment. The programmatic direction of outreach at Auburn needs clarification. The issue here is one of program content, rather than organizational priorities such as assessment, reward, communication, and funding, that are discussed elsewhere in this report. The statewide fora held during the summer of 1995 revealed confusion and disagreement among Alabamians about what Auburn's outreach priorities should be. Some would limit Auburn outreach to traditional agricultural extension. Others in effect suggest that Auburn be all things to all people. While the fora clearly succeeded in communicating with Alabamians about outreach at Auburn, they did not provide clear guidance concerning the constituencies or priorities for outreach.

Input from the fora pointed in directions in addition to agricultural extension, including economic development, community development, education, the environment, work with youth, and communication between Auburn outreach and its constituents. The results were not strong enough or consistent enough, however, to serve as the basis for establishing priorities. A principle underlying the action steps recommended here is that University Outreach should build on, but not be limited to, its existing strengths. A second principle is that the setting of priorities should be a bottom-up process inviting flexibility and initiative at the level of individual faculty and staff and their units, in consultation with their clients.

A principle . . . is that University Outreach should build on, but not be limited to, its existing strengths.

Action Steps.

➤ Challenge each unit across the university to identify its priorities for outreach, where possible linking these to the substantive priorities suggested by forum participants. The outcome categories specified in this report indicate the kinds of impacts these initiatives should aim for.

➤ Re-affirm the university's commitment to serving the traditional constituencies of cooperative extension, broadly understood, through outreach.

➤ Using the fora as a base of experience, conduct an additional forum every six to twelve months in geographic areas not earlier reached and using recruitment techniques that will ensure broadly representative attendance.

➤ Involve the University Outreach Council in regular discussions of programmatic directions and policy.

Distance Education.

Impediment. While the strategic planning committee was doing its work, discussion and debate developed at the university over the organization of distance education and also over policies that should guide certain distance education activities involving the offering of courses at more than one location by means of distance education technology. These are in part matters of statewide coordination and infrastructure development. An impediment to effective outreach in the field of distance education has been the lack of policy governing these matters.

Committees have been organized to recommend policies in some of these areas. One committee is addressing the organization of distance education support and infrastructure. A second committee is exploring distance education offerings between Auburn and Auburn University at Montgomery. Members of the strategic planning committee serve on each of these committees. The planning committee concludes that committees such as these are the appropriate forum for addressing issues of distance education.

Action Steps.

➤ The work of these two committees should be informed by this report.

➤ The committees should ensure that faculty members be directly involved in and responsible for all academic decisions relating to distance education. The term *academic* should be construed broadly rather than narrowly.

Structural Arrangements.

Impediment. The present organizational infrastructure needs to be developed if it is to support the transformation of organizational culture envisioned in this report. The deans, department heads, center and unit directors, and faculty should

be empowered and encouraged to develop outreach programming that meets identified needs of key clienteles. Those faculty members who interact closely with such clienteles should be provided freedom, opportunity, and support to deliver meaningful outreach programming. Decentralization and empowerment, rather than centralization and control, should be the prevailing philosophy for programmatic activity in outreach at Auburn University.

In some cases the work to be done consists of building, or rebuilding, foundations for activity. The structure of the Alabama Cooperative Extension System (ACES) is the subject of court-mandated negotiations. Efforts to develop cooperative distance education efforts between Auburn University (AU) and Auburn University at Montgomery (AUM) are apparent only in the work of the committee currently charged with this task, and in negotiations between the Departments of Geography and of Political Science of the two institutions.

Action Steps.

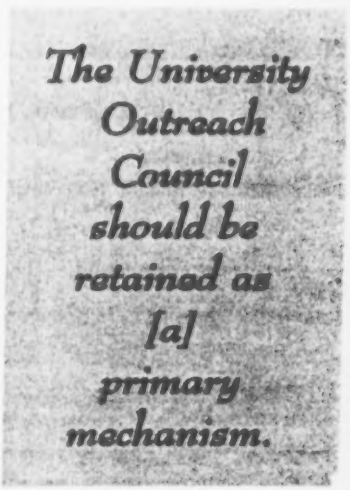
➤ Several related action steps are recommended in relation to implementation of this report. First, encourage the academic deans to address the implementation of this report. In this connection, recommend that each dean consider forming a college or school outreach committee, consisting of departmental representatives, to support and promote outreach. Further recommend to deans that departmental and college strategic plans be reviewed in relation to this report, as a basis for the definition by each unit of its outreach mission. Finally, recommend to deans that they encourage the units for which they are responsible to identify outreach objectives and monitor progress toward their implementation.

➤ The Associate Provost and Vice President for University Outreach should devise and undertake steps to ensure that outreach is fully considered in the university's process of ongoing planning.

➤ Clarify with the deans and department heads their authority and responsibility with respect to outreach.

➤ The Office of the Associate Provost and Vice President for University Outreach should be oriented toward serving the needs of schools, colleges, departments, and centers, as well as toward providing leadership in the university and externally.

➤ The University Outreach Council should be retained as the primary mechanism whereby the Associate Provost and Vice President for University Outreach relates with the outreach officers of the schools and colleges. The Associate Provost and Vice President for University Outreach should confer frequently with these school/college officers and be



guided by their counsel when shaping policies and procedures relating to outreach university-wide. Each academic dean should review the role of her or his outreach officer in consultation with that officer, and should inform department heads and faculty of the nature of that role.

➤ Centralized functions such as those provided by the Outreach Program Office, Outreach Information and Marketing, and Distance Learning and Outreach Technology should report directly to the Associate Provost and Vice President for University Outreach. This officer should examine the extent to which the centralization of other specific service functions, such as conference support operations, would result in greater efficiency and a stronger infrastructure for outreach programming.

➤ Existing outreach centers should each be reviewed by the dean of the college or school of which the center is a part (rather than by a university-wide body or a member of the central administration). Decisions regarding retention, reorientation, restructuring, or disbanding of centers should be left in the hands of the deans to which they report, in consultation with the Associate Provost and Vice President for University Outreach.

➤ The organizational relationship of the Economic Development Institute to University Outreach should be reviewed, with consideration given to the appropriate role of the Associate Provost and Vice President for University Outreach in the direction of the Institute.

➤ The Center on Aging has recently been aligned with an academic school (Nursing). The Center for Governmental Services should either be similarly aligned with an academic school or college and placed under the purview of a dean, or be elevated to the status of an institute and be placed under the administrative purview of a board of deans chaired by the Associate Provost and Vice President for University Outreach.

➤ Work with the Senate Rules Committee to achieve appointment to the Promotion and Tenure Committee of faculty members who understand outreach and accept its importance, some of whom who have achieved promotion to the rank of professor at least partly on the basis of their excellence in outreach.

➤ Consult with the university library with a view to fuller utilization of library resources to support the outreach mission of the university.

➤ Begin negotiations with appropriate persons in ACES and at AUM concerning the role of cooperative extension at AUM.

➤ Continue the work of the committee examining distance education offerings between AU and AUM.

➤ U.S. District Court-approved plans for the structuring of the Alabama Cooperative Extension System should be implemented upon their completion.

Funding.

Impediment. Lack of resources dedicated to outreach is a powerful impediment to excellence in outreach at Auburn.

Lack of resources... is a powerful impediment to excellence in outreach.

Action Steps.

➤ The Office of the Associate Provost and Vice President for University Outreach should focus heavily on acquiring new resources that can be shared with colleges, schools, departments, and centers so that those primary units can more effectively serve their outreach constituents. In this process the possibility of establishing an outreach foundation or endowment should be explored.

➤ The Associate Provost and Vice President for University Outreach should work closely with the President and Provost to achieve a significant increase in the line item for Public Service, Research, and Extension in the university budget.

➤ Recommend to the President that deans be authorized to allocate portions of departmental budgets to outreach assignments for faculty. This is consistent with the mission of Auburn University and with the earmarking of a portion of the University's state budget allocation for outreach.

➤ Consider charging fees for outreach services that are currently provided for free. A price mechanism will help to regulate demand and to determine the value of the services to users (clients, customers).

➤ Work to achieve adoption of professional practice plans by colleges, schools, and departments, along the lines of plans approved for the School of Nursing and the Department of Communication Disorders.

REFERENCES

1. Auburn University Twenty-first Century Commission. 1993. *Policy Recommendations for Auburn University Extension/Outreach.* (Auburn University, Ala.).

2. Auburn University Institutional Self-Study Report, 1991-1992. (Auburn University, Ala.).

3. Boyer, Ernest L. 1995. *How Can Scholarship Be Properly Assessed*? ASEE PRISM. March 1995.

4. Breneman, David W. *1993. Higher Education: On a Collision Course with New Realities.* Association of Governing Boards of Universities and Colleges. AGB Occasional Paper No. 22. (Washington, D.C.).

5. Clemson University. 1994. *A Case Study: Expanded Outreach at Clemson University -- A report to NASULGC.* Clemson University Planning Office. (Clemson, S. C.).

6. Cornell University Report of Study Group 5: Outreach, Extension, and Public Service. 1993. (Cornell, N. Y.).

7. Goodstein, Leonard D., Nolan, Timothy M., and Pfeiffer, J. William. 1993. *Applied Strategic Planning: A Comprehensive Guide.* (McGraw-Hill, Inc., New York).

8. Jordan, Bryce. 1995. National Association of State Universities and Land-Grant Universities. Commission on Food, Environment and Renewable Resources Plenary Session White Paper: *Maintaining Public Trust in the New Century: A Land-Grant Imperative.* (NASULGC, Washington, D.C.).

9. Lynton, Ernest A. 1995. *Making the Case for Professional Service.* (American Association for Higher Education, Washington, D. C.).

10. Lynton, Ernest A. and Elman, Sandra E. 1993. *New Priorities for the University.* (Jossey-Bass, San Francisco).

11. Magrath, C. Peter. 1992. *The New Land Grant Model: New Wine in 21st Century Bottles.* Paper presented to the Harvill Conference on Higher Education. (University of Arizona, Tucson, Ariz.).

12. Michigan State University. 1995. *Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach.* (Michigan State University, East Lansing, Mich.).

13. Michigan State University. 1993. *University Outreach at Michigan State University: Extending Knowledge to Serve Society.* A Report by the Provost's Committee on University Outreach. (Michigan State University, East Lansing, Mich.).

14. Sauser, W. I. And Foster, R. S. Jr. 1991. *Comprehensive University Extension in the 21st Century.* In R. R. Sims and S. J. Sims (Eds.), Managing Institutions of Higher Education into the 21st Century: Issues and Implications (pp. 157-177). (Greenwood Press, New York).

15. Thompson, A. E. and Sauser, W. I. 1992. Presentation to the Twenty-first Century Commission: *Auburn University Extension -- A Vision for the Twenty-First Century.* (Auburn University, Ala.).

16. University of Illinois. 1993. *A Faculty Guide for Relating Public Service to the Promotion and Tenure Review Process.* (Urbana-Champaign, Ill.).

17. University of Minnesota Outreach Council. 1993. *Outreach at the University of Minnesota -- A Strategic Plan.* A Report to the President of the University of Minnesota. (University of Minnesota, Minneapolis-St. Paul, MN.).

18. Vitzthum, Edward F. 1993. American Association for Adult and Continuing Education. Paper presented at the Annual Meeting: *Winds of Change: Toward a Realistic Vision for the Future of Cooperative Extension.*

19. Weiser, Conrad J. 1995. *The Value System of a University -- Rethinking Scholarship.* In Draft. College of Agricultural Sciences, (Oregon State University, Corvallis).

APPENDIX: Examples of University Outreach

Enlightened Citizens, Liberally Educated across the Life Span

- An associate professor of music authors an opera based on regional literature. It is selected to premier in the state's largest city, and the professor raises supporting funds, directs publicity, and auditions and selects performers. The opera is hailed as a substantial contribution to the cultural heritage of the region and receives national recognition.

Mentally and Physically Healthy Youths and Adults

- An associate professor of nutrition evaluates a state-wide problem of premature and low birth weight babies and devises a program of pre-natal parent education which is adopted state-wide and reaches over 10,000 limited-resource pregnant women, leading to healthier babies. The program receives a national USDA award.

- Recognizing a severe deficit in science education of youth in the state, two professors team to win a grant to support a program of science laboratory experiences that can be transported throughout the state to enrich the program in all the schools. From that base, they develop and offer annual workshops for middle school science teachers. In addition, they develop the infrastructure to host state and regional science fairs which are held on campus annually.

- An assistant professor of audiology conducts statewide screening of school children with hearing impairments. She develops an assistive listening device center available for state-wide adoption and has modified it for use in retirement centers. This work leads to publications, to frequent consultation in medical centers, and to educational presentations to the general public on hearing loss.

Educated Professionals and Skilled Work Forces

- The State of Alabama introduced a mandatory continuing education requirement for engineers, requiring 20,000 engineers to acquire updating training prior to a specified deadline. A team of professors and outreach specialists analyzes the educational needs of the target group, devises an articulated curriculum, and adapts it for distribution by satellite video to sites across the state (and nation). The professors develop the curriculum and related materials and shape their teaching skills for an interactive televised format. The immediate problem in the state is solved, and the series continues on a regular basis for continuing engineering education both in and out of state.

Globally Competitive Businesses and Industries

- A faculty member in the College of Business develops a proposal and receives substantial grant funding to form a coalition of University partners (internal and external) to foster manufacturing statewide. Subsequently, the faculty member's proposal is adopted as a national model to guide similar grant-making in other states. The coalition provides services to 100 manufacturers annually with measurable productivity increases of $1.5 million. A formal statewide service provider network results from the initial coalition.

Mentally and Physically Healthy Youths and Adults
Educated Professionals and Skilled Work Forces

- A team of professors targets improvement of services and improvement of service providers for developmentally disabled persons. The team analyzes existing services and recommends improvements. Training programs for service providers are designed and developed and conducted statewide. A state association is formed to promote continuing professional development in the field and to train new workers. Over 40,000 clients are affected and the effort receives extensive national recognition.

Globally Competitive Businesses and Industries
Sustainable Human-made and Natural Environments

- An entomology professor develops an innovative pest management program for a specific crop and implements it in 80 percent of the state's production. He intervenes in a catastrophic situation to secure federal emergency permits to avoid millions of dollars in crop losses, and he develops an insecticide management program featuring conservation of beneficial insect populations and the environment. His efforts result in positive collaborations among growers, ag-industry interests, and state and federal authorities.

- An associate professor of forestry devises a program of weed control for forest nurseries in the South which reduces annual weed control costs in southern nurseries by $3,000,000. His recommendations on nursery practices result in improved seedling quality and are adopted across the region as well as in other parts of the nation.

EDITOR'S ENDNOTE

This report has been printed and distributed to serve as a contribution to the national discussion about the future of the state and land-grant university, specifically with respect to the outreach mission. Should you wish additional information about the work of the committee or the report itself, references and sources follow.

Chief Outreach Officer:
David Wilson, Associate Provost and
Vice President for University Outreach
213 Samford Hall
Auburn University, Ala. 36849
334 844-5700
davidw@uce.auburn.edu

Chair, University Outreach Strategic Planning Committee:
John G. Heilman, Associate Dean
College of Liberal Arts
2046 Haley Center
Auburn University, Ala. 36849
334 844-2184
heilmjg@mail.auburn.edu

Advisor and Editor
Maury Matthews
Office of the Associate Provost
and Vice President for
University Outreach
213 Samford Hall
Auburn University, Ala. 36849
334 844-5700
maurym@uce.auburn.edu

Publications Design
Ralph S. Foster, Jr., Director
Office of Outreach Information
and Marketing
210 Mell Hall
Auburn University, Ala. 36849
334 844-4730
ralphf@uce.auburn.edu

Auburn University Outreach World Wide Web site: http://www.auburn.edu/outreach

Auburn University

A Land-Grant University • Affirmative Action, Equal Opportunity Institution

A Publication of the Associate Provost & Vice President for University Outreach
published by the Office of Outreach Information and Marketing
July 1996

SYSTEMS AND PROCEDURES EXCHANGE CENTER

SELECTED READINGS

ACRL Standards and Accreditation Committee. *Guidelines for Extended Campus Library Services.* Chicago: Association of College and Research Libraries, March 1982.

Corson-Finnerty, Adam, and Laura Blanchard. "Using the Web to Find Old Friends and E-Friends." *American Libraries* 29 (April 1998): 90-91.

Dilmore, Donald H. "Librarian/Faculty Interaction at Nine New England Colleges." *College & Research Libraries* 57 (May 1996): 274-84.

Garten, Edward D., and Cynthia Hartwell. "Adversaries or Colleagues? The Nontraditional University and the Challenge Posed to Library Administrators." *Library Administration & Management* 8 (Spring 1994): 89-95.

Giesecke, Joan, Gail Egbers, Kay Logan-Peters, et al. "Marketing Without a Plan: Seizing Outreach Opportunities as They Appear." *Nebraska Library Association Quarterly* 21 (Summer 1990): 5-11.

Hammond, Carol Burroughs. "Aliens in the House: Those Other Students Who Use Your Library." *Research Strategies* 7 (Summer 1989): 134-37.

Haynes, Craig, comp. *Providing Public Services to Remote Users.* SPEC Kit 191. Washington, D.C.: ARL Office of Leadership and Management Services, 1993.

Jesudason, Melba. "Academic Libraries and Outreach Services Through Precollege Programs: A Proactive Collaboration." *RSR Reference Services Review* 21 (1996): 29-36.

Landwirth, Trudy K., Melanie L. Wilson, and Jo Dorsch. "Reference Activity and the External User: Confluence of Community Needs at a Medical School Branch Library." *Bulletin of the Medical Library Association* 76 (July 1988): 205-12.

Latour, Terry S. "Building Bridges: The Challenges of a Successful Outreach Program." *Mississippi Libraries* 57 (Winter 1993): 101-04.

Lenn, Katy. "Library Services to Disabled Students: Outreach and Education." *The Reference Librarian* 53 (1996): 13-25.

Mitchell, W. B. "Formulating a Policy for Academic Library Service to Unaffiliated Borrowers: Some Problems and Considerations." *PNLA Quarterly* 46 (Spring 1982): 10-17.

Office of Leadership and Management Services. *External User Services.* SPEC Kit 76. Washington, D.C.: ARL Office of Leadership and Management Services, 1981.

Rankin, Jocelyn A., and Jean Williams Sayre. "The Education Role of Health Sciences Librarians." *Library Trends* 42 (Summer 1993): 45-61.

Schiller, Nancy, comp. *Emerging Virtual Research Library.* SPEC Kit 186. Washington, D.C.: ARL Office of Leadership and Management Services, 1992.

Siggins, Jack, and Maureen Sullivan, comps. *Quality Improvement Programs in ARL Libraries*. SPEC Kit 196. Washington, D.C.: ARL Office of Leadership and Management Services, 1993.

Task Force to Review the Guidelines for Extended Campus Library Services. "ACRL Guidelines for Extended Campus Library Services." *Illinois Libraries* 76 (Winter 1994): 5-53.

Westbrook, Lynn, and Robert Waldman. "Outreach in Academic Libraries: Principle into Practice." *Research Libraries* 11 (Spring 1993): 60-65.

Whitson, Donna, Keith Cottam, and William Van Arsdale. "Library Outreach Services: A Vision of the Future." In *The Fifth Off-campus Library Services Conference Proceedings*, compiled by Carol J. Jacob, 319-35. Mount Pleasant, Mich.: Central Michigan University, 1991.

Zaporozhetz, Laurene E. "Fifteen Ways to Meet Your User: Public Relations and Outreach Suggestions for Bibliographic Instruction." *Reference Librarian* 24 (1989): 289-97.

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Send prepaid orders to:
ARL Publications
Department #0692
Washington, DC 20073-0692

Order Form

For more information contact:
ARL Publications Department
(202) 296-2296; fax (202) 872-0884
<pubs@arl.org>

QTY	TITLE		QTY	TITLE		QTY	TITLE	
			____	SP186	Virtual Library	____	SP136	Managing Copy Cataloging
			____	SP185	System Migration	____	SP135	Job Analysis
			____	SP184	ILL Trends / Access	____	SP134	Planning Mgt Statistics
____	SP233	ARL in Extension / Outreach	____	SP183	Provision of Comp Print Cap	____	SP133	Opt Disks: Storage & Access
____	SP232	Use of Teams in ARL	____	SP182	Academic Status for Libns	____	SP132	Library-Scholar Communication
____	SP231	Cust. Service Programs in ARL	____	SP181	Perf Appr of Collect Dev Libn	____	SP131	Coll Dev Organization
____	SP230	Affirmative Action in ARL	____	SP180	Flexible Work Arrangemts	____	SP130	Retrospective Conversion
____	SP229	Evaluating Acad Libr Dirs	____	SP179	Access Services Org & Mgt	____	SP129	Organization Charts
____	SP228	TL 5: Preserving Digital Info	____	SP178	Insuring Lib Colls & Bldgs	____	SP128	Systems File Organization
____	SP227	Org of Doc Coll & Svcs	____	SP177	Salary Setting Policies	____	SP127	Interlibrary Loan
____	SP226	TL 4: After the User Survey	____	SP176	Svcs for Persons w / Disabilities	____	SP126	Automated Lib Systems
____	SP225	Partnerships Program	____	SP175	Scholarly Info Centrs	____	SP125	Tech Svcs Cost Studies
____	SP224	Staff Training & Development	____	SP174	Expert Systems	____	SP124	Barcoding of Collections
____	SP223	TL 3: Electronic Scholarly Pubn	____	SP173	Staff Recognition Awards	____	SP123	Microcomp Software Policies
____	SP222	Electronic Resource Sharing	____	SP172	Information Desks	____	SP122	End-User Search Svcs
____	SP221	Evol. & Status of Approval Plans	____	SP171	Training of Tech Svc Staff	____	SP121	Bibliographic Instruction
____	SP220	Internet Training	____	SP170	Organization Charts	____	SP120	Exhibits
____	SP219	TL 2: Geographic Info Systems	____	SP169	Mgt of CD-ROM	____	SP119	Catalog Maintenance Online
____	SP218	Info Technology Policies	____	SP168	Student Employment	____	SP118	Unionization
____	SP217	TL 1: Electronic Reserves	____	SP167	Minority Recruitment	____	SP117	Gifts & Exchange Function
____	SP216	Role of Libs in Distance Ed	____	SP166	Materials Budgets	____	SP116	Organizing for Preservation
____	SP215	Reorg & Restructuring	____	SP165	Cultural Diversity	____	SP115	Photocopy Services
____	SP214	Digit Tech for Preservation	____	SP164	Remote Storage	____	SP114	Binding Operations
____	SP213	Tech Svcs Workstations	____	SP163	Affirmative Action	____	SP113	Preservation Education
____	SP212	Non-Librarian Professionals	____	SP162	Audiovisual Policies	____	SP112	Reorg of Tech and Pub Svcs
____	SP211	Library Systems Office Org	____	SP161	Travel Policies	____	SP111	Cooperative Collection Dev
____	SP210	Strategic Planning	____	SP160	Preservation Org & Staff	____	SP110	Local Cataloging Policies
____	SP209	Library Photocopy Operations	____	SP159	Admin of Lib Computer Files	____	SP109	Staff Training for Automation
____	SP208	Effective Library Signage	____	SP158	Strategic Plans	____	SP108	Strategic Planning
____	SP207	Org of Collection Develop	____	SP157	Fee-based Services	____	SP107	University Archives
____	SP206	Faculty Organizations	____	SP156	Automating Authority Control	____	SP106	Electronic Mail
____	SP205	User Surveys in ARL Libs	____	SP155	Visiting Scholars / Access	____	SP105	Nonbibliographic Dbases
____	SP204	Uses of Doc Delivery Svcs	____	SP154	Online Biblio Search	____	SP104	Microcomputers
____	SP203	Reference Svc Policies	____	SP153	Use of Mgt Statistics	____	SP103	Asst / Assoc Dir Position
____	SP202	E-journals / Issues & Trends	____	SP152	Brittle Books Program	____	SP102	Copyright Policies
____	SP201	E-journals / Pol & Proced	____	SP151	Qualitative Collect Analysis	____	SP101	User Studies
____	SP200	2001: A Space Reality	____	SP150	Bldg Security & Personal Safety	____	SP100	Collection Security
____	SP199	Video Collect & Multimedia	____	SP149	Electronic Mail	____	SP099	Branch Libraries
____	SP198	Automating Preserv Mgt	____	SP148	User Surveys	____	SP098	Telecommunications
____	SP197	Benefits / Professional Staff	____	SP147	Serials Control / Deselection	____	SP097	Building Renovation
____	SP196	Quality Improve Programs	____	SP146	Lib Dev Fund Raising Capabilit	____	SP096	Online Catalogs
____	SP195	Co-op Strategies in Foreign Acqs	____	SP145	Lib Publications Programs	____	SP095	Lib Materials Cost Studies
____	SP194	Librarian Job Descriptions	____	SP144	Building Use Policies	____	SP094	Fund Raising
____	SP193	Lib Develop &-Fundraising	____	SP143	Search Proced Sr LibAdmin	____	SP093	User Instructions for Online Cats
____	SP192	Unpub Matls / Libs, Fair Use	____	SP142	Remote Access Online Cats	____	SP092	Interlibrary Loan
____	SP191	Prov Pub Svcs Remote User	____	SP141	Approval Plans	____	SP091	Student Assistants
____	SP190	Chang Role of Book Repair	____	SP140	Performance Appraisal	____	SP090	Integrated Lib Info Systems
____	SP189	Liaison Svcs in ARL Libs	____	SP139	Performance Eval: Ref Svcs	____	SP089	Tech Svcs Cost Studies
____	SP188	Intern, Residency & Fellow	____	SP138	University Copyright	____	SP088	Corporate Use of Research Libs
____	SP187	ILL Trends / Staff & Organ	____	SP137	Preservation Guidelines	____	SP087	Collect Descript / Assessment

QTY	TITLE		QTY	TITLE		QTY	TITLE	
____	SP086	Professional Development	____	SP057	Special Collections	____	SP028	Gifts & Exchange Function
____	SP085	Personnel Classification Sys	____	SP056	External Communication	____	SP027	Physical Access
____	SP084	Public Svcs Goals & Objectvs	____	SP055	Internal Com/Staff & Superv Role	____	SP026	Bibliographic Access
____	SP083	Approval Plans	____	SP054	Internal Com/Policies & Proced	____	SP025	User Statistics and Studies
____	SP082	Document Delivery Systems	____	SP053	Performance Appraisal	____	SP024	User Surveys
____	SP081	Services to the Disabled	____	SP052	Cost Studies & Fiscal Plan	____	SP023	Grievance Policies
____	SP080	Specialty Positions	____	SP051	Professional Development	____	SP022	Private Foundations
____	SP079	Internships/Job Exchanges	____	SP050	Fringe Benefits	____	SP021	Paraprofessionals
____	SP078	Recruitment-Selection	____	SP049	Use of Annual Reports	____	SP020	Managerial Technical Specialists
____	SP077	Use of Small Computers	____	SP048	External Fund Raising	____	SP019	Staff Allocations
____	SP076	Online Biblio Search Svcs	____	SP047	Automated Cataloging	____	SP018	Staff Development
____	SP075	Staff Development	____	SP046	Plan Future of Card Catalog	____	SP017	Library Instruction
____	SP074	Fees for Services	____	SP045	Changing Role Personnel Officer	____	SP016	Reclassification
____	SP073	External User Services	____	SP044	Automated Acquisitions	____	SP015	Goals & Objectives
____	SP072	Executive Review	____	SP043	Automated Circulation Sys	____	SP014	Performance Review
____	SP071	User Surveys: Eval of Lib Svcs	____	SP042	Resource Sharing	____	SP013	Planning Systems
____	SP070	Preservation Procedures	____	SP041	Collection Assessment	____	SP012	Acquisition Policies
____	SP069	Prep Emergencies/Disasters	____	SP040	Skills Training	____	SP011	Collection Development
____	SP068	AACR2 Implement Studies	____	SP039	Remote Storage	____	SP010	Leave Policies
____	SP067	Affirm Action Programs	____	SP038	Collection Dev Policies	____	SP009	Tenure Policies
____	SP066	Planning Preserv of Lib Materials	____	SP037	Theft Detection & Prevent	____	SP008	Collective Bargaining
____	SP065	Retrospective Conversion	____	SP036	Allocation Materials Funds	____	SP007	Personnel Class Schemes
____	SP064	Indirect Cost Rates	____	SP035	Preservation of Lib Materials	____	SP006	Friends of the Lib Organization
____	SP063	Collective Bargaining	____	SP034	Determin Indirect Cost Rate	____	SP005	Performance Review
____	SP062	Online Biblio Search Svcs	____	SP033	Intergrat Nonprint Media	____	SP004	Affirmative Action
____	SP061	Status of Librarians	____	SP032	Prep, Present Lib Budget	____	SP003	A Personnel Organization
____	SP060	Lib Materials Cost Studies	____	SP031	Allocation of Resources	____	SP003	Status of Librarians
____	SP059	Microform Collections	____	SP030	Support Staff, Student Assts	____	SP002	Personnel Survey (flyer only)
____	SP058	Goals & Objectives	____	SP029	Systems Function	____	SP001	Organization Charts

SPEC Kits include the summary SPEC Flyer, the survey results, and the best representative supporting documentation in the form of policy statements, handbooks, manuals, cost studies, procedure statements, planning materials, issue summaries, and selected readings. SPEC Kits and Flyers can be ordered directly from ARL or through your library vendor or subscription agent. Information on this and other OLMS products and services can be found at <http://www.arl.org/spec/specdesc.html>.

Price Information (ISSN 0160-3582 Kits, ISSN 0160-3574 Flyers; prices good through 12/31/98)

SPEC Kits (10 issues; shipping included): $280 U.S. and Canada, $340 International; 25% discount for 2 or more subscriptions.

- o Please start my SPEC subscription with next issue.
- o Please send me the indicated 10 back issues as my subscription.

Individual SPEC Kits are available for $40 ($25 ARL members), plus $6 each for shipping and handling.

Individual issues of the Transforming Libraries subseries are available for $28, plus $6 each for shipping and handling.

SPEC Flyer Subscription (10 issues/year; shipping included): $50 U.S. and Canada; $65 International.

Payment Information

Orders must be prepaid; ARL members may be billed. Make check or money order payable in U.S. funds to the **Association of Research Libraries**, Federal ID #52-0784198-N.

Purchase Order # .....

Credit Card: ..... MasterCard ..... Visa Exp date .....

Account # .....

Account holder .....

Signature .....

Total Shipping $ ..... **Total Price** $ .....

Ship To

Name .....

Institution .....

Address (UPS will not deliver to P.O. boxes)

.....

.....

Phone .....

Fax .....

Email .....

Shipping & Handling

U.S. and Canada:

Sent via UPS Ground, $6 per publication.

International, Bulk, and Rush Orders:

Call (202) 296-2296 or email <pubs@arl.org> for quote.